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READING OBJECTIVES

READING OBJECTIVES

A GUIDE BOOK
IN THE TEACHING OF READING

BY

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PREFACE

The literature of the last decade in the field of Reading may be classified under two general headings. The first presents the reports of research studies, surveys, and investigations. Many notable and important contributions to our knowledge of the physical and psychological factors of reading have been made by such investigators as W. S. Gray, C. T. Gray, Judd, Buswell, Horn, Uhl, and others. The second field of investigation concerns itself with the interpretation and application of these research findings to the problems of reading instruction; such as the objectives of reading; the habits, skills, abilities, and attitudes to be developed; the procedures to be followed; the reading materials to be used, together with suitable tests of progress and achievement, etc.

The authors of this book have undertaken the second task. It has been their purpose, (1) to set forth the objectives of reading and of reading instruction, and (2) to point out how these objectives may be realized through a proper interpretation and practical application of the findings of research in the field of reading. The book is written for the teacher of reading and for the one who would become a teacher of reading. It is intended as a guide to the teacher, setting clearly before her the goal and leading her to this goal, avoiding the path made difficult by technical phraseology. It recognizes and points out the various factors which influence the formation of fundamental reading habits and shows how to control each such factor. It recognizes that reading is more than mere pronunciation of words; that reading is reasoning and, therefore, that in the teaching of reading the fundamental habits necessary to effective study must be developed. It purposes to show the teacher how the

habits, skills, abilities, and attitudes necessary to the attainment of maturity in reading may be realized. In doing this, it presents a wealth of illustrative material used successfully by many teachers of reading.

The authors are most indebted to those investigators and students of reading problems who have in the last decade by their findings so greatly altered our attitude and procedures in reading. Notable among these are Dr. W. S. Gray, Dr. C. H. Judd, Dr. G. T. Buswell, all of the University of Chicago, Dr. W. L. Uhl and Prof. S. A. Leonard of the University of Wisconsin, Dr. Ernest Horn of the University of Iowa and Miss Laura Zirbes, reading specialist of Teachers' College, Columbia University.

Without the valuable assistance of many teachers, too numerous to record here, with whom the authors have worked, this book would not have been possible. In developing specific classroom procedures they have provided its framework with flesh and blood and have made it a functioning reality.

The authors are especially indebted to Miss Delia Kibbe, Elementary School Supervisor of the Department of Public Instruction of Wisconsin, Professor A. S. Barr of the School of Education of the University of Wisconsin, M. H. Jackson, Supervisor of School Libraries of the Department of Public Instruction of Wisconsin, and Miss Laura Zirbes of Teachers' College, Columbia University for their work in reading the manuscript and for valuable suggestions concerning it. Finally, acknowledgment is made of the courtesy of publishers and authors for permission to make quotations valuable in illustrating and emphasizing many points in the book.

CHARLES J. ANDERSON.
ISOBEL DAVIDSON.

PART I

CHAPTER I

INTRODUCTION

THE UNIVERSITY OF PRINT

"I am the printing press, born of the mother earth. My heart is of steel, my limbs are of iron, and my fingers are of brass.

"I sing the songs of the world, the oratorios of history the symphonies of all time.

"I am the voice of today, the herald of tomorrow. I weave into the warp of the past the woof of the future. I tell the stories of peace and war alike.

"I make the human heart beat with passion or tenderness. I stir the pulse of nations, and make brave men do braver deeds, and soldiers die.

"I inspire the midnight toiler, weary at his loom, to lift his head again and gaze with fearlessness into the vast beyond, seeking the consolation of a hope eternal.

"When I speak, a myriad of people listen to my voice—the Saxon, the Latin, the Celt, the Hun, the Slav, the Hindu, all comprehend me.

"I am the tireless clarion of the news. I cry your joys and sorrows every hour. I fill the dullard's mind with thoughts uplifting. I am light, knowledge, power. I epitomize the conquests of mind over matter.

"I am the record of all things mankind has achieved. My offspring comes to you in the candle's glow, amid the

dim lamps of poverty, the splendor of riches; at sunrise, at high noon, and in the waning evening. I am the laughter and tears of the world, and I shall never die until all things return to the immutable dust.

"I am the printing press."¹

Why people read. Man once lived a very simple life. His range of vision was confined to the limits of his own community. He could obtain from the lips of others and through his own observation everything that was essential to that early primitive but normal life. The history of his tribe, the accumulation of knowledge, customs, and traditions of previous generations were so meagre that necessity had not as yet forced him to invent a method of recording them for the benefit of his progeny.

As time went on, life became more complex. Barter and exchange with other tribes were necessary to meet his new-found wants. The requirements of a higher stage of civilization with its accompanying problems of trade and transportation furnished the incentive for a form of communication more permanent and reliable than word of mouth. Written forms of communication resulted from this necessity. A later age brought forth the printing press, the herald of a new civilization. Today man is controlled to a large degree by the printed word.

The farmer reads the sky not by the portent of the darkening cloud, but through the notice sent by the weather fore-caster. He has learned to rotate his crops, to fertilize his fields, and to spray his orchards by reading farm bulletins and farm papers. The university of print aids him in solving his vocational problems. When he is ready to market his hogs, cattle, or grain, he scans the market quotations in the daily newspaper in order to determine the most favorable

¹ Used by permission of the author, Robert H. Davis.

time to sell. He reads mail order catalogs when ordering goods; he learns to follow the printed directions given for destroying scales on trees, insects in the fields, and for setting up grain binders and hay mowers; and he balances the rations of his dairy cows at the behest of the printed word.

The business man is at the beck and call of the printing press the whole day through. As he eats a hasty breakfast, he gleans from his morning paper the news of the day. The market page informs him of the business pulse of the nation. He obtains from it the data necessary for the solution of many of his business problems. The political situation, the foreign outlook, weather conditions, the crop forecast, the money market, the labor world, are to him barometers of business prosperity or depression. His business day is made up largely of reading and communicating to others by letter. His morning mail brings to him orders for goods, lists of things for sale, credit and debit problems for solution. He must learn from the printed page the economic situation in this country and in foreign lands, climatic conditions that provide markets for his output, and what countries are able to furnish his needed supplies. When he travels to another city, he consults time-tables, reads directions, bills of fare, is attracted by electric advertisements, and even is reminded by metallic letters to turn off the lights when he leaves his hotel room.

The woman of today, whether her daily work finds her in home, office, factory or school, is being trained in the university of print. The housewife consults her telephone book in ordering household supplies; the columns of the daily paper inform her of political questions of the day, bargain sales at the shops, beauty hints, society news, apartments for rent. She consults a cookbook when preparing the family food, and its digestibility and palatability are to a large extent determined by her ability to follow printed

directions. Books and magazines aid her in making profitable use of her leisure time, and to them she turns for data in order that she may contribute intelligently to the social and civic life of the community. The stenographer in the office, by means of shorthand and typewriter, interprets the thoughts of her employer and presents them in printed form to others. The teacher in the public schools is one of the most important toilers in the university of print.

The tourist, also, has enrolled in this great school. He consults time-tables and highway maps in order to obtain information to guide his way; printed signboards direct him; advertisements wall him in as he motors from city to city; telegrams advise him of important matters; descriptive leaflets lure him to places of scenic beauty; hotel menus confront him; and books and magazines beguile his leisure hours.

The voter at the polls has gained most of his information concerning the candidates for office from the university of print. Newspaper articles, political advertisements, printed statements of candidates, dodgers, and other campaign literature furnish the data upon which he bases his vote. The great political, economic, and social questions of the day are brought to his attention through the newspapers and magazines.

Children are enrolled at an early age in this great university of print. "From their first day in school they are initiated into its mysteries. As soon as they have acquired the mere mechanics of reading, they use it as a tool in acquiring information in other studies. Bobbitt¹ has expressed this forcibly in the following statement:

One's horizon is narrow, and most of this world lies beyond, and stretches backward through history. Most is to be explored vicariously in imagination on the basis of the reports of others. For this, pupils need books that vividly reconstruct the experiences of others.

¹ Bobbitt, Franklin, *The Curriculum*, p. 12

There is a great wealth of geographical readings, especially travels, which present a vivid reconstruction of life in other lands. As children travel, for example, in their readings with Peary to the North Pole, or with Amundsen and Scott to the South Pole, their experiences will bring them to appreciate the nature of the polar regions almost as clearly as if they had been there in the flesh. Let them travel in spirit with Livingstone and Stanley and Roosevelt into the heart of Africa and they will have an appreciation of the nature of Central Africa that they can obtain in no other way. Let them travel with Captain Cook and Darwin and Stevenson through the South Seas, with Dana in his voyage around the "Horn," with Tyndall and Jordan in the Alps, with John Muir and Enos Mills in the Rockies, with George Kennan in Siberia, etc.,—let them thus travel vicariously through the various lands and regions of the earth—and they will come to have a full appreciation of the nature of the world. In the reading of literature with geographical background like *Captains Courageous*, *Heidi*, *Kim*, *The Iron Trail*, *The Lumberman*, etc., children are permitted further to relive the lives of peoples in various lands and under various conditions; and thus, through living, acquire understanding.

Conditions under which people read. If one does not consider the reading of a "leisure" character done by most people, it would be accurate to say that most of our critical reading is carried on with factual material and with a definite problem in mind. The hurried business man or woman scans the morning paper to obtain political, economic, and commercial data which will aid him in the solution of his problems; the farmer is interested in tariffs, finance, and markets because they have a bearing upon his prosperity; the research student gathers his data from books, recording previous investigations; the pupil in the elementary grades and high school reads his geography, history, or science books to find the answers to problems which he must solve; the housewife reads newspapers, magazines, and books for the same purpose. Her daily tasks are part of our greatest business, for which most of our money is expended. She must know how to purchase wisely and what to purchase, as well as other countless problems which confront her. The doctor consults

his professional magazines to find out the most recent developments in his field; he goes to his library for assistance in solving his many baffling problems of disease and health. The lawyer bases his brief upon decisions made in similar cases and upon statutes, both recorded in books of law. All of this is reading, critical in character, factual in content, and problem-solving in purpose.

The mature reader of such material scans the pages of the newspaper, magazine, or book to find those selections of moment to him. Having found them he notes carefully relevant data, compares them with other data collected, evaluates them, and organizes them under proper headings and subheadings. His reading is done under time pressure, for many tasks await his attention. Part of the material is re-read because of its importance, or complexity, and because of the necessity of retaining its significant contribution in mind. Content, comprehension, evaluation, interpretation are factors receiving attention. The reading is not done for the sake of reading, but is the means employed to secure necessary information bearing upon vital problems then receiving serious consideration. To be of any value this reading must be accurately comprehended and interpreted.

The typical situations which lead children and adults to reading of the *work type* have been outlined by the National Committee on Reading, as follows:

1. *To cross streets, to find stores and houses, and to make longer journeys:* reading signs, railroad folders, maps, road guides.
2. *To understand assignments and directions in both school and life activities.*
3. *To work out complicated problems or experiments:* reading Scout Manuals, materials on radio, cookbooks, problems in arithmetic or other textbooks and science manuals. Adults have also to read income tax blanks and materials relating to their vocations, home-making, children.

4. *To find or verify spelling, pronunciation, meaning, use of words:* using the dictionary, encyclopedia, and other reference books.

5. *To gather materials for fuller understanding or for talking or writing on one's hobby, for assigned papers and discussions in school or club, and for experiments:* a common type of work in schools which have gone beyond the one-text stage, using all the facilities of the reference library, and tables of contents, indexes, headings, charts, illustrations, graphs, and tables in books.

6. *To inform or convince others:* reading aloud minutes, notices, instructions, announcements, resolutions, reports (including compositions on work type topics)—usually when only one person has the matter before him—and reading aloud passages bearing on points under discussion.

7. *To know what is going on:* reading news items, comments on events, book and drama reviews; looking over publishers' lists; tracing quotations or allusions or tracing and verifying statements to keep one up to the times. (For many people this sort of reading is recreational; for others it is distinctly work.) In school, this is represented by many assignments in civics, American problems, international relations, and current history, and in the reading of bulletins in rooms or halls and communications from other classes and schools. A common illustration among adults is reading or skimming trade, manufacturing, and professional journals, and books or reports, to see what is new and how others in one's field are acting and thinking.

8. *To decide how to act in new situations:* reading notices, warnings, "advice to young people," business offers, advertisements. Pupils realize that they must meet new situations increasingly as they grow up. Such reading is done in school and needs to be done oftener on assignments in which pupils learn to weigh the accuracy and reliability of statements and make a choice, or secure full information and then decide what to continue and complete.

9. *To reach conclusions as to guiding principles, relative values, or cause and effect:* reading conflicting opinions as to school athletics, social behavior, politics, war, and the like; reading reports and editorials about strikes, elections, committee hearings. Here, again, good schools, by assignments like those listed in No. 7 above, are doing valuable work. This also leads to devising new problems or determining action. Such independent reading is what all self-directed and intelligent workers do in real life; we need much more of it in school.¹

¹ *Twenty-Fourth Yearbook of National Society for Study of Education.* 1925. Pp. 5, 6.

Recreational reading. In addition to the types of reading mentioned above the, normal person reads books and articles covering a wide range of subjects not closely related to his daily occupation. Such reading, according to Bobbitt, widens the range of one's observation and participation in the affairs of man. Books of travel, history, geography, science, biography, invention, sociology, government, etc. while not directly bearing on the daily vocational problems of man, enable him to observe the world about him, to travel in imagination in lands which he may never see, to acquaint himself with the experiences, struggles, traditions, and aspirations of preceding generations and to satisfy a natural human curiosity about the world he lives in, impossible of realization through direct observation and actual participation.

Such reading material is called good literature, if vividly presented in striking diction. It includes the recognized masterpieces of the world of literature for those who can read them with understanding and appreciation, as well as many selections and books not so recognized, but which portray with accuracy and clearness life as it has been and as it is in our great world. Such reading, not directly connected with the serious problems of one's own life, nevertheless, enables him to live more fully. It unconsciously influences his thinking and action, and thus modifies his behavior.

According to the National Committee on Reading, the typical situations which lead children and adults to reading of the recreational type are as follows:¹

1. *To relive common everyday experiences:* enjoying stories of home and school and of one's own village or city, such as *Little Women* and

¹ *Twenty-Fourth Yearbook of National Society for Study of Education.* 1925. pp. 7, 8.

Tom Sawyer for children, and Garland's stories and Whittier's verse for adults.

2. *For fun or sheer enjoyment during leisure time*: reading jokes, nonsense rhymes, Briggs' boy-cartoons for children, and familiar essays like Leacock's, Cobb's, more rarely Lamb's or Irving's, for adults. More reading for this purpose is needed in schools.

3. *To enjoy "sudden changes and sharp contrasts"*¹—*positive excitement*: reading stories of adventure and accounts of travel and peril, like *Robinson Crusoe*, the *Arabian Nights*, *Treasure Island*, du Chaillu's hunting adventures, accounts of the Japanese disaster.

4. *To get away from real life*: reading romances and pictures of impossible idealism such as Tennyson's *Sir Galahad* or Longfellow's *Excelsior*.

5. *To enjoy ready-made emotional reactions* (via the "emotional short circuit"): reading cheap sentimental verses and lurid and soft romances like the Elsie Dinsmore series and Barbour's cheapest tales, and stories of stupidly romantic love. Common as this reading is, it, of course, has no rightful place in school.

6. *To satisfy natural and valuable curiosities about human nature and motives*: reading excellent character portrayals in fiction, plays, and verse such as Irving's, Shakespeare's and Dickens'.

7. *To give pleasure to others*: reading aloud, as among friends after supper, most frequently from materials like these mentioned in 1, 3, and 6 above.

8. *To read aloud parts of plays and dramatic dialogue*: for enjoyment in class or preparation for further dramatization.

9. *To satisfy curiosity about animals, strange regions and times, and current happenings away from one's own environment*: reading encyclopedias, travel and nature books and magazines, histories, and miscellaneous portrayals of new experiences. Here the shift to purposive reading occurs often and very satisfactorily.

10. *To enjoy sensory imagery*: the pictures and odors, the feel and sound—less frequently music and movement of poetry and poetic prose, sometimes by reading it aloud to one's self or by genuinely sharing pleasant experiences in discussing them with sympathetic friends. This is, of course, most often combined with purposes like those above. As a separate pursuit, it is to be distrusted. Enjoyment of this sort is rarely, if ever, furthered by analytical study.

¹ E. L. Thorndike. *Educational Psychology*. I, pp. 141-143.

We have sketched very briefly why children and adults read and what they read. From such an analysis one should be able without relative difficulty to determine the reading abilities which a mature reader should possess and out of which should be formulated the major objectives in the teaching of reading. Aims, methods, technique, materials, and accomplishments will, in turn, be based upon these major objectives. These follow in succeeding chapters.

CHAPTER II

THE OBJECTIVES OF READING INSTRUCTION

In the preceding chapter, two questions were answered: namely, why people read and what people read. It was pointed out that an analysis of the reading activities carried on should enable one to determine the objectives which should guide instruction in reading in the school. Such analyses have been made by Gray, Bobbitt, Horn, and others, and as a result of their work, we are able to state with a fair degree of accuracy what should constitute the major objectives of reading instruction.

What reading habits and abilities are socially desirable? In order properly to perform the reading activities required of children and adults, a much larger number of reading habits and abilities than have been in the past recognized must be developed. Not only must one be able to recognize and pronounce words, to associate the meanings of words with their symbols, and to comprehend and interpret what is read, but one must know also how to use books for the purpose of gathering data; must be able to organize these data, evaluate them, eliminate those which are not pertinent to the solution of a problem, and arrive at valid conclusions. One must be able to select fundamental principles, determine central ideas, analyze arguments, determine the validity of statements, and in general acquire effective modes of thinking or reasoning.

The major reading objectives. What objectives, then, shall the teacher strive to realize in her reading instruction? What habits and abilities must be developed in order to realize these objectives?

1. *Reading should enrich and enlarge one's experience.* One of the most important objectives of reading instruction should be to enlarge and enrich the child's experience. Some would make this the chief aim of reading. Whether we agree with this or not, it is certainly true that it constitutes a major objective. Theisen¹ in discussing this objective says:

If an individual is to be truly educated, he must possess more than a store of dry facts. He must have formed a large variety of contacts with the world. He must have lived through a large number of experiences and have entered into a wide range of activities in some form or other. The person who has travelled widely has usually seen life from many angles. His mind is filled with vivid pictures. He has learned something of the customs of different peoples. He knows something of their activities and understands something of their problems, their achievements, and their ideals. He understands and appreciates something of their emotional life. In acquiring this experience he has acquired a great deal of information. He has stored away a great many facts and ideas, but he has arranged them in their proper perspective. He has fixed them in mind in something like their proper relationship. They are alive and teeming with the breath of emotional life. Moreover, the facts that he has learned possess the necessary qualities of endurance because they are interwoven with a larger and more vital experience.

The fields in which the ordinary individual can obtain first-hand experiences through actual contact today are very limited. The average child has very little chance to travel; he has little opportunity to form acquaintances with all that his own community offers. Moreover, society is becoming so complex that if one had the necessary opportunity to travel, he could see only a small part of what the world offers. We must resort to a substitute. As Professor Bobbitt has said, we must travel through the imagination and observe through the eyes of others. We must ask the child where he has traveled in his reading; what he has really visualized; and what he has studied in such a way that it lives in his imagination. The boy who has read enough about lumbering in the Northwest, for example, to really understand the conditions there—how the logs are cut and brought down to the mills, the thrills that go with

¹ Theisen, W. W. 'Aims in Silent Reading. Milwaukee Public Schools. Prof. Pamphlet Series. Jan. 1925. pp. 5, 6.

these operations, how the lumberjack lives, and how the logs are made into lumber—has really lived in his imagination the life of a woodsman. Lumbering in the Northwest has become more than a mere set of facts to him; it has become an experience, even though he has never actually seen these operations with his own eyes.

This objective deals largely with the materials of reading. It suggests that children should, through their reading come into contact with the fields of literature, history, biography, travel, adventure, nature, science, invention, mathematics, exploration, discovery, industry, manners and customs of people, government, education, social welfare, trade and commerce, economics, etc.

2. *Reading instruction should develop permanent interests in reading.* This objective has been strongly emphasized in recent courses of study¹ in reading. It involves a love for and a desire to read books of real worth in fiction, poetry, science, humor, bible stories, travel, biography, history, art, letters, and diaries. It includes also a desire to read magazines and newspapers of merit.

In the past many people did little or no general reading, and that which was done was largely of a vocational type. Our country has changed a great deal in this respect during the last quarter century. One needs but to note the recent multiplicity and volume of output of magazines, periodicals, and newspapers to be sure of this. Most of them are worthless to give the experiences necessary to realize the first objective of reading instruction. It is the problem of the teacher of reading to develop, through her instruction, the attitudes, prejudices, and tastes for the best of literature and for the true pictures of life as they are presented in worth-while books and magazines.

It seems futile or positively harmful to train pupils in the processes of reading without making sure that they will

¹ Attainments in Reading. Rochester, N. Y. Public Schools, 1922.

continue to read throughout life and that the reading materials will be of a type to give them a proper participation in the life around them, will elevate their thoughts, and will enable them really to live.

In connection with these permanent interests in reading the following attitudes, appreciations, and abilities should be developed

(a) The ability, disposition, and habit of diversified reading as a means of indirect observation of life.

(b) Ability to read orally so that listeners will understand and appreciate.

(c) Attitude of enjoyment of good literature.

(d) An interest in and an appreciation of many fields of study.

(e) A rich vocabulary.

(f) An appreciation of the significance of each word in a concisely expressed statement.

(g) The ability to extend one's general range of information through quantitative reading of materials relating to a wide variety of subjects.

3. *Reading instruction should develop desirable attitudes and economical and effective habits and skills.*¹ Children and adults engage in various types of reading activities. The development of the attitudes, habits, and skills necessary to carry on these reading activities forms a major objective of reading instruction, without which the others are of no avail.

For purposes of discussion in later chapters, these are classified under two headings: (a) Effective fundamental reading habits, skills, and attitudes; (b) the habits and abilities necessary to the more thoughtful processes of reading. By the use of the term "thoughtful processes" in connection with the more complex forms of reading, it is not to be in-

¹ *Twenty-Fourth Yearbook* of the National Society for the Study of Education. Pt. I. Report of the National Reading Committee.

ferred that they are not involved in reading in the initial stages. Reading as a thoughtful process is to be stressed from the very beginning. The type of reading in the primary grades is less complex, however, than in the following grades, and the fundamental habits and skills occupy the center of attention. These habits and skills are developed through the use of materials whose content inspires the pupil to continued reading of worth-while literature throughout life.

The following analysis of the third objective is the basis for discussion throughout this volume.

DESIRABLE ATTITUDES AND ECONOMICAL AND EFFECTIVE HABITS AND SKILLS

- A. Effective fundamental reading habits, attitudes, and skills.
 - 1. Recognition of words and groups of words accompanied by correct eye movements.
 - 2. Association of meanings of words and phrases with symbols.
 - 3. Pronunciation of words and phrases with clear enunciation and fluency.
 - 4. Recognition and interpretation of such mechanical aids as punctuation, paragraphing, italics, capitals, etc.
 - 5. Correct interpretation of passages, sentences, paragraphs, and selections.
 - 6. Effective use of aids offered in books such as, page numbers, chapter and paragraph headings, indexes, tables of contents, charts, diagrams, tables, maps, graphs, etc.
- B. The development of habits and abilities necessary to the thoughtful processes in reading.
 - 1. The analysis of reading materials.
 - a. The ability to select the important points with their supporting details.
 - b. The ability to follow printed or written directions.
 - c. The ability to visualize described details.
 - d. The ability to determine central ideas, or fundamental principles.
 - e. The ability to find collateral and illustrative materials bearing upon a problem under discussion.

- f. The ability to gain a clear comprehension of the essential conditions of a problem which is to be solved.
- g. The ability to discover new problems from materials read.
- h. The ability to discover the full significance of fundamental laws or conditions by interpreting correctly descriptions of their applications.
- i. The ability to find the answers to specific questions.
- 2. The organization and association of reading materials.
 - a. Ability to determine the main outlines of a selection.
 - b. Ability to grasp the spirit or basic truth of an article and apply this to other situations.
 - c. Ability to summarize a reading selection in which many details relating to a point accumulate as the article progresses.
 - d. Ability to associate what is read with previous experience or with previous reading.
- 3. The evaluation of reading materials.
 - a. Ability to analyze a situation into its several factors and to see them in proportion and relation.
 - b. Ability to determine the validity of statements.
 - c. Ability to determine the relative importance of different facts.
 - d. Ability to evaluate or to determine the significance of statements.
 - e. Ability to compare statements.
 - f. Ability to weigh evidence presented.
 - g. Ability to interpret critically.
- 4. The formulation of conclusions from reading materials.
 - a. The ability to arrive at valid conclusions after collecting, organizing, and evaluating data from reading materials.
 - b. The ability to verify conclusions.
 - c. The ability to cite evidence.
 - d. The ability to apply conclusions to other similar situations.
- 5. The retention of data, illustrative materials, etc.
 - a. The ability to reproduce accurately brief statements or conditions.
 - b. The ability to interpret and remember for the purpose of reproducing what is read.
 - c. The ability mentally to review the materials of earlier readings for facts bearing upon present problems.

6. The use of libraries, books, magazines, newspapers, and other sources of information.
 - a. The value and significance of title page, copyright date, author's name and position, etc.
 - b. The skillful use of preface or introduction, table of contents, paragraph and chapter headings, appendix, index, glossary, footnotes, etc.
 - c. Effective and economical use of dictionary, encyclopedia, atlas, yearbook, and other general reference materials.
 - d. Use of card catalogs, shelf lists, reader's guides, bibliographies.
 - e. Use of periodicals and newspapers.
7. Effective oral reading.
 - a. Vocal adjustments to the type of material read.
 - b. Ability to create an audience situation.
 - c. Ability to interpret the author.
 - d. An understanding of the meaning and the purpose of a selection.
 - e. Fluent oral rendition of thought.
 - f. Controlled bodily movements and breathing.
 - g. A definite purpose for reading orally.
 - h. Adequate command of the author's vocabulary.

NOTE: In the discussion of reading objectives the authors have used liberally the materials presented in Chap. II of the Report of the National Committee on Reading in the 24th Yearbook of the National Society.

The abilities enumerated above have been reclassified by Miss Maude McBroom of Detroit Teachers' College under two main headings— (1) Recreatory Reading and (2) Work Type of Reading. Her outline follows:

I. Recreatory Reading

A. Oral

1. Social values—

- a. To read aloud to others for social and recreatory purposes (as with friends).
- b. To read aloud for one's own personal enjoyment, as in reading a lyric.
- c. To read as a part of the preparation of or participation in dramatics. (These are types of situations in which we read. Involved in these types are, of course,

certain incidental values such as the development of ideals, the enriching and satisfying of emotions, etc.)

2. Skills, habits and technics involved in these objectives—

- a. Proper interpretation.
- b. Proper attitude toward audience, including posture, etc.
- c. Expression of appreciation through inflection, etc.
- d. Pronunciation
- e. Enunciation
- f. Voice training, including proper breathing, tone quality, etc. (At time of actual reading for the above purposes, the classroom atmosphere should be social and recreatory. Training in these essential skills is kept incidental to recreatory purposes. The actual drill lessons fall under the work type of oral reading as described under IIA below.)

3. Types of material to be used—

- a. Short stories
- b. Poems
- c. Travel
- d. Plays
- e. Novels
- f. Essays
- g. Science
- h. History
- i. Biography
- j. Myths and legends
- k. Fables
- l. Newspaper and magazine articles.

4. Tests, informal—

B. Silent

1. Social values—

To be able to select and enjoy proper books and articles according to one's mood. This implies the necessity for humorous, exciting, thoughtful reading, and reading for the general widening of one's interests. This reading is done silently for recreatory purposes, and hence without such compulsion as may exist in silent reading of the work type.

2. Skills or technics involved in—

- a. Interpretation
- b. Appreciation

3. Types of materials to be used—

While practically every type of literary material may be read silently, certain types are particularly suited for such reading, such as IA3. Other types, such as poetry, necessitate oral reading, if full appreciation is to be made possible. In general, the longer selections would be assigned to silent reading.

4. Tests—

Tests should probably be limited to informal tests. It is doubtful whether a formal standard test of literary appreciation is either possible or desirable.

I. Work Type of Reading

A. Oral

1. Social values—

- a. To inform others (announcements, minutes, news items, etc.)
- b. To prove a point, as in recitation or debates.

2. Skills or technics involved—

- a. Proper interpretation
- b. Enunciation
- c. Pronunciation
- d. Voice training
- e. Learning to recognize words through phonetics. (The actual drill for purposes of developing these abilities is to be distinguished from the incidental practice obtained in ordinary recreatory or social oral reading.)

3. Types of material—

- a. Minutes, announcements, etc.
- b. Material from texts in geography, history, etc., read in connection with class discussion or debates.

4. Tests—

- a. Standard oral-reading tests
- b. Special diagnostic tests
- c. Special informal tests devised to show improvement in any specific ability, such as enunciation, voice training, pronunciation, etc.

B. Silent

1. Social values—

- a. To get information
- b. To solve problems
- c. To understand situations, opinions, etc.
- d. To verify facts, opinions, etc.
- e. To form opinions for use
- f. To satisfy curiosity
- g. To inform on questions of the day
- h. To make judgments
- i. To stimulate new problems
- 2. Skills, habits, or technics involved—
 - a. Speed—eye movements, span, etc.
 - b. Comprehension, understanding, interpreting, etc.
 - c. Organization, assigning topics to proper order, summarizing, outlining, etc.
 - d. Remembrance
- 3. Types of material used—
 - a. Phrases—flash cards
 - b. All sorts of informational material as is furnished in geography, history, science, nature study, etc., in large and small units
- 4. Tests—
 - a. Standard silent reading tests
 - b. Special tests of progress in achieving special abilities
- C. Use of Books
 - 1. Social results—
 - a. To find material quickly
 - b. To find the meaning and use of words
 - c. To find reference material
 - d. To understand tables, keys, maps, etc.
 - e. To use and care for books well
 - f. To evaluate material
 - 2. Skills involved—
 - a. Use of index
 - b. Use of content table
 - c. Use of dictionary
 - d. Use of library
 - e. Use of reference tables, charts, maps, etc.
 - f. Skimming
 - g. Care of books
 - 3. Types of material—
 - a. Any book with index

- b. Any book with table of contents
- c. Telephone directory or other alphabetical arrangements
- d. Dictionary
- e. Card file
- f. Magazine articles
- g. Readers Guide
- h. World Almanac
- i. Encyclopedias¹

READING ABILITIES OR HABITS TO BE DEVELOPED
IN EACH GRADE OR CYCLE.

The problem of the primary grades. Buswell has pointed out clearly the problem of reading in the primary grades. It consists primarily of learning to read—developing the fundamental reading habits. These are:

1. Ability to pronounce words.
2. Ability to recognize the meanings of words.
3. Ability to interpret sentences or paragraphs.

To these may be added by way of interpretation certain more definite abilities and habits.

1. The habit of reading silently before any attempt is made to read aloud.
2. The habit of good phrasing in reading.
3. The habit of attacking new words through
 - (a) pictures and illustrations
 - (b) context
 - (c) memorized sentences and rhymes
 - (d) applied knowledge of phonic elements
 - (e) word analysis
 - (f) comparison with similar known sight words.
4. The habit of reading for some definite purpose, as gaining desired information or in answer to a question.

¹ *Second Yearbook*—Dept. of Elementary School Principals of the N. E. A. pp. 291-293.

5. The habit of asking questions as one reads.
6. The habit of rhythmic eye sweeps across the page.
7. Ability to follow simple printed or written directions for making some toy, playing some game, or performing an experiment.
8. Ability to read and get facts accurately.
9. Ability to use ideas gained from reading in other situations.
10. Ability to read silently and express the thought in words and action or other form of expressive activity.
11. Ability to read simple material orally with expression, using good voice tones, clear enunciation, and correct pronunciation.
12. Ability to read rapidly, easily, and fluently, and to get the thought with accuracy and reasonable rapidity.

The problem of the intermediate grades. The child entering the fourth grade, if he has been taught effectively, has a fair degree of mastery of the fundamental reading habits and abilities enumerated above. He has, doubtless, acquired certain habits which slow down his reading rate and restrict his ability to comprehend. These habits must be eliminated through remedial work and corrective exercises which are discussed fully in chapter seventeen.

During the intermediate grades he must consolidate the positions gained and acquire new positions. His visual and meaning vocabulary must be enlarged; he must learn to comprehend, organize, and retain material of greater complexity of thought and content; his permanent reading interests must be confirmed and extended. He now reads to learn.

The following abilities represent the task to be accomplished in the intermediate grades.

1. Ability to master the pronunciations and meanings of new words by the methods indicated for the primary grades, through the context and from the dictionary.

2. Ability to scan or skim informational reading material at a rapid rate and to select essential data.
3. Ability to phrase and to read in thought units.
4. Ability to follow written or printed directions with accuracy and reasonable speed.
5. Ability to find answers to specific questions.
6. Ability to comprehend fully and interpret selections of intermediate grade difficulty and to utilize the data secured in drawing valid conclusions.
7. Ability to discover problems through reading.
8. Ability to select the main thought of a paragraph.
9. Ability to outline reading selections.
10. Ability to select and evaluate simple data for problems, picking out the essential points of a selection and arranging the supporting details in the order of their importance.
11. Ability to recall pertinent facts, key words, quotations, descriptions, data, etc. after a re-reading.
12. A genuine love and desire for worth-while reading material of a varied character.
13. Appreciation of humor, word pictures, character sketches, dramatic situations, etc.

The problem of the grammar or junior high school grades. For the majority of children the mechanics of reading have been acquired by the end of the sixth grade. For a few of the dull normal and for those poorly prepared, work in mechanics must be continued. For many pupils, corrective and remedial work is necessary. Certain good habits must be fixed, and bad habits eliminated. The child normally has reached his maximum speed and comprehends without difficulty. If properly taught, he has gone far in acquiring effective study habits through his reading. He is able to select and classify data, to evaluate simple statements, and to use them in the solution of problems. He is reading now to satisfy his instinct of curiosity, to gather impressions, and to live over the

experiences of others. He travels now in imagination by means of the printed page to the uttermost parts of the earth. He reads and enjoys books covering a wide range of subjects.

The problem of the upper elementary grades, apart from the corrective phase of the work, is the *continued development of effective study habits, of permanent reading interests, and the enjoyment of good literature.*

Pupils of junior high school age have a decided interest in reading informational material. According to Uhl,¹ selections taken from *Lessons in Community and National Life*, published by the United States Bureau of Education, when presented to them met with a very favorable response. They need also to learn to understand and appreciate the great literature of the past and present. They should become acquainted with varied types of reading such as hero stories, travel, history, fiction, diaries and letters, biographies, humor, art, and science. Library reading must be stimulated. They must become acquainted with good magazines and other periodicals.

The reading materials presented to pupils of these grades should assist them in understanding their own country, its problems, its industries, its ideals. Through their reading of the past experiences of our pioneers, the present experiences of our foreign born citizens, the struggles to provide the comforts, luxuries, and satisfactions of modern life, hero tales, adventures, the developments leading to their own school life, and other phases of our community and national growth, they gain a background of experiences which serves them in finding their own place as citizens and which leads them to an intelligent understanding of the duties and opportunities of life itself.

¹ Uhl, W. L. The interests of Junior High School Pupils in Informational Reading Selections. *El. School Jl.* Vol. XXII, pp. 352-360.

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PART II

READING IN THE PRIMARY GRADES

CHAPTER III •

THE APPROACH TO READING

Chapter content. In the preceding chapters it was pointed out that an inventory of the social, civic, vocational, and leisure activities of adults should result in determining the major reading objectives of both teacher and pupil for the various elementary grades. Pointing out the goal to be attained is not sufficient, however. The path to travel, the means of transportation, the obstacles to be encountered, the rate of progress, the technique of guiding the activities of pupils to the desired goal—all these must be considered.

With this general introduction, we shall now proceed to a consideration of the possible contributions of the kindergarten and the pre-primary class to a favorable attitude toward and readiness for reading in the primary grades.

Some pre-school experiences that contribute to readiness for reading.¹ An inventory of the worth-while activities and experiences gained in the home which contribute to readiness for reading would help us to consider in a definite way what, heretofore, we have discussed in general terms. Such an inventory would enable both parents and kindergartners to co-operate intelligently in the selection of materials and activities for children in the home and kindergarten. Parents would realize more fully the significance of the kindergarten

¹ Adapted from the mimeographed report of the preliminary investigation by Miss Laura Zirbes, Instructor Teachers' College, Columbia University, N. Y.

in continuing the work of the home, while the kindergartner and first grade teacher, analyzing the contribution of the home environment in terms of children's abilities, would be provided with a means of checking and evaluating pre-school activities upon which the work of the school must be erected. It would help both parents and teachers to determine adequate conditions for learning as a means of extending and enlarging experiences already gained. The following inventory is both significant and suggestive:

A. Being in an environment which fosters and stimulates a child's natural curiosity.

1. The wonderful world, a constant source of wonder—observing persons and things in relation to self.
2. Inquiring and investigating—asking at first, *what*; later, *why*; and still later, *how*.
3. Desiring to find out about things—sometimes destructive, sometimes constructive, coupled with a desire to master everything about him.
4. Becoming sensitive to surroundings—nature: wind, water, sky, earth, rocks, heat, cold, etc.

B. Being in an environment which encourages or invites conversation and enlarges child's vocabulary.

1. Playing with other children.
2. Observing nature—outdoor plays, excursions to the woods, the zoo, park, circus, the country, etc.
3. Taking care of pets, toys, baby sister or brother.
4. Talking with older persons who are sympathetic and helpful.

C. Being in an environment which provides opportunity for handling and manipulating things. Creative activity finds outlet in the following experiences:

1. Coming in contact with things and using them for some definite purpose.
2. Making or constructing, whether it is creating a play or making a box, in response to a felt need.

- D. Being in an environment rich in good pictures, good music, good books. Emotional reactions—appreciations and attitudes.
1. Listening to good music, to stories told and read, to nursery rhymes and simple verses.
 2. Enjoying good pictures, music, stories, poems.
 3. Singing short songs, learning and reciting rhymes and jingles.
 4. Dramatizing a story or activities observed in the environment.
 5. Telling parts of stories told or read, or a story imagined.
- E. Being in an environment in which an older person—parent or older child—reads. Social imitation stimulates desire to do what others do.
1. Finding pleasure in pretending to read.
 2. Looking on while another reads.
 3. Finding great enjoyment in having someone read stories and poems, both old and new.
 4. Talking about the story and dramatizing it.
- F. Being in an environment which stimulates an interest in reading activities.
1. Observing signs, labels, house numbers, names of streets, telephone numbers, names of trolley lines, grocery firms, street car advertising cards; notices, such as *Stop, Danger, Look Out*; printed matter, such as names of newspapers, magazines, etc.
 2. Associating words with pictures on toys, blocks, games, pictures in alphabet and picture books.
 3. Recognizing his own name on napkin ring, on books, on letters; recognizing names of members of the family on letters and other pieces of mail.
 4. Taking an interest in printing such words as his own name, *Daddy, Mother, Love*; in writing a letter to an absent member of the family using pictures to convey the message.
 5. Noticing lists of articles on slip when sent on errands to the grocery, or store; identifying magazines, victrola records, books, etc.
 6. Attending moving pictures or studying a series of pictures to get the story. Reading the legend underneath the picture by the picture story.

7. Playing card games which involve matching; putting puzzles together; playing language games with older children.
8. Arranging color cards, beads, sticks, blocks, etc., in order; arranging alphabet blocks, number cards in order; arranging names of family.
9. Making collections of pictures and classifying them. Collecting other objects and classifying them.
10. Drawing pictures to tell people of things actually seen, or of things imagined or gathered from stories. Telling stories about the picture which an older person writes below the picture.
11. Making booklets containing objects, such as leaves, flowers, drawings, words and sentences written or printed by an older person.
12. Doing many things in response to directions given, to signals, gestures, etc.
13. Noticing characteristic sounds in nature, in industry, in speech, and taking pleasure in imitating them.

Approach to reading in the kindergarten. While formal reading is not begun in the kindergarten, countless opportunities are provided to acquaint the children with suitable literature to foster language growth and to secure readiness of response to those situations which prepare for reading. As we have already observed, the activities and experiences which a well ordered home provides are repeated and extended in the kindergarten. What the home does in an incidental fashion, the kindergarten continues in an informal way, but with a keener understanding and appreciation of the results of purposeful activity. These include the extension of first hand experience in as many directions as possible, exercises leading directly into reading, and provision for individual differences. The following experience backgrounds for reading are valuable:

1. Constructive activities: conversation relative to workroom pursuits; free play contacts; project activities enriching experience, including trips, excursions, and the consequent contacts with the various types of material used in interpreting experience.

2. Literature and language: stories from books told and read to the children; story-telling by children of a few cumulative stories; memorizing of nursery rhymes and simple verse; dramatization; a few language games.
3. Social studies, Nature: conversation and observation related to weather, home life, and social and industrial activities of the community.
4. Class exercises leading directly into reading: using signs and labels for building projects; for pupil's work. Posting children's names for committees or honors; making booklets, charts, cards as the occasion arises for their use. (See Pre-school Activities)
5. Provision for individual differences: extended activities with bright children; special reading groups under kindergarten or first grade teacher.

The pre-primary class. Intelligence tests should be used to aid in grouping children according to their abilities. Those children having a high intelligence quotient indicating advanced mental age, who are physically fit, and who manifest a keen interest in story books should be provided with work which leads directly into reading. They require a shorter time than the average child to accomplish the same results. Then there are those children whose mental age indicates that at the age of six they are not yet ready for the formal work of the first grade. These children require a longer time for growth and development of their abilities. Such children, together with the exceptionally bright, preferably retained in the kindergarten, should form a pre-primary or transition class. They should still use the materials of the kindergarten; participate in the development of projects which become more constructive, real and permanent; and as opportunity offers, engage in reading activities commensurate with their abilities.

The kindergartner should be familiar with the technique of teaching reading as well as of story-telling, so that she may be able to capitalize the reading interests when they arise. Definite exercises relating to speech training through the

medium of the game should be begun in the kindergarten. In incidental fashion, though by no means accidental, the basis of good pronunciation and clear, distinct utterance should be laid in these early years. Training in enunciation of sounds, of initial and final consonants, of words and phrases through the use of nursery rhymes, verses, and singing exercises are much needed in the kindergarten and the first grade. Training the tongue is no mean task to set for ourselves in the primary grades, and there are numerous ways to direct the child's play in the formation of correct speech habits.

More emphasis should be given to language growth through observation, experiment, and discussion; through constant exposure to books; through story-telling, memorizing and dramatizing; through the use of labels, signs, and simple stories on blackboard and chart made by children; through story books simple enough for the children to read. Gradually an interest in the content of books is aroused and a desire to read for one's self is created.

Reading activities in the kindergarten.

1. Listening to stories, Mother Goose rhymes, and poems told and read.
2. Looking at picture books, and telling stories which the pictures suggest.
3. Telling a few of the simpler stories in response to questions asked.
4. Telling the next thing that happened in a familiar story told or read.
5. Repeating rhymes; supplying rhyming words.
6. Dramatizing Mother Goose rhymes, poems, songs, and cumulative tales.
7. Making scrapbooks containing pictures of general interest to increase number of concepts as a background for reading.

8. Pretending to read as the eye follows the lines on the printed page.

9. Making picture books on subjects of special interest—baby booklet.

10. Bringing attractively illustrated books from home to be shared by the group.

11. Caring for books by keeping hands clean, by turning pages carefully, by putting them away in orderly manner.

12. Pointing to the pictures, to the words underneath the pictures, to the title of the book.

In preparation for the mastery of the mechanics of reading in the first grade, the kindergartner should consider the following:

1. Helping each child to pronounce his own name clearly and distinctly.

2. Teaching him to recognize his own name.

3. Increasing the vocabulary by introducing words which will commonly occur in the work of the first grade.

4. Leading children to observe different symbols and to discover that they have different meanings.

a. On the streets, at home, at school, in books.

5. Helping children to print signs, their own names, etc., as needed in projects.

Reading activities in the pre-primary class. Children in this group should enter more definitely upon the activities previously indicated. In addition to these the following are suggested:

1. Making picture books; legends underneath printed by the teacher, read by the children at library hour.

2. Searching through primers and first readers for pictures of interest. Telling original stories about them.

3. Making picture books containing illustrations made by the children, and observing the word or phrase printed underneath by the teacher.

4. Pointing out words in nursery rhymes and stories as the teacher reads.

5. Finding names of character cards to use in dramatizing a story.

6. Hearing sounds and imitating them—nature, animal sounds, etc.

7. Hearing rhyme words and saying others that rhyme with them.

8. Noticing sounds that begin and end words; saying words slowly; saying words beginning with same sounds, etc.

9. Using game cards—names of children in the group, character names, names of the days, months, members of the family, pets, etc.

10. Finding and locating labels for furniture, objects, pictures, sand table projects, etc.

11. Reading—incidentally from blackboard and chart—exercises similar to those indicated in the first grade, keeping the work simple and suited to the abilities of the group.

12. Matching games.

a. Reading children's names in print on cards or on back of kindergarten chairs and on lockers.

b. Reading names of colors on crayola boxes.

c. Reading words and phrases in illustrated books made by children for the "Lilliput Library."

d. Making and using signs in correlation with building projects—*For Rent, Bank, Keep Out*.

e. Reading signs and notices—*Rush, Please Keep Off The Grass*.

f. Matching games; cut up pictures, words and pictures, words and words, Mother Goose rhymes, with pictures and illustrations.

g. Printing price signs and sign markers with pupil's small type sets.

h. Beginning phonics by matching initials, names, and titles.

In whatever is undertaken by the children in the guise of play, puzzle, or practice under stimulus of the teacher, or of their own volition, the inculcation of a desire to read is most important. Above all, instill a love for and the possession of stories, poetry, and pictures; and a realization that they are in books and can be approached independently by learning to read.

Pre-school and pre-primary attainments upon which beginning reading is based. Learning situations in the home and kindergarten produce changes in children. It seems desirable to indicate some changes or outcomes in relation to the problems of beginning reading as an aid to both the kindergartner and the first grade teacher. Such a list as the following may be used as a means of determining the specific abilities attained by the children which prepare directly for reading in the first grade. Such an analysis of individual attainments, as this list presents, would facilitate the work of the kindergartner and the first grade teacher in helping them immediately to group children according to ability, which is the first requisite.

1. An understanding of the English language.
2. Ability to express and communicate ideas orally.
3. Many correct concepts of common things.
4. Ability to follow line of thought.
5. Ability to listen attentively while rhymes and stories are told.
6. Ability to repeat correctly Mother Goose rhymes or brief messages.
7. Ability to anticipate what comes next in a story.
8. Ability to supply missing words or part in familiar rhymes or stories.
9. Ability to reproduce very short stories, or parts of stories.
10. Ability to listen to and comprehend what is being read.
11. Ability to associate certain stories, rhymes, or words, with certain pictures or places in a book.
12. Ability to follow directions.
13. Ability to focus the eye and control its movement.

14. Some ability to recognize and distinguish form.
15. Ability to recognize own name and perhaps a few other words.
16. Ability to use or control vocal organs and make speech sounds
17. Ability to classify pictures or other objects in making booklets or carrying on other concrete activities.
18. Ability to recall experiences.
19. Ability to tell the meaning of common signs, names of streets, busses, etc.; notices, such as *Danger*, *Cars Stop Here*, etc.
20. Ability to comprehend oral expressions and communications from others.
21. Ability to dramatize a simple story and act out its meanings.
22. Ability to discriminate between similar sounds.
23. Ability to adjust oneself to a group situation.

Summary. The chapter presents the work of the kindergarten teacher in preparing children to learn to read in the first grade. The pre-school experiences of the child should provide the basis for this work. Two distinct groups of kindergarten children are recognized based upon their physical and mental development. The reading activities of each group are distinct. Certain rather definite attainments in the initial steps leading to reading may be set up as standards of promotion to the first grade.

CHAPTER IV

SOME FACTORS AFFECTING THE FORMATION OF READING HABITS

The chapter content. Chapter III presented the experiences of the child to be made use of in the kindergarten to prepare him properly to meet the reading problems of the primary grades.

The present chapter presents:

1. The chief factors influencing results in primary reading.
2. Primary reading materials and equipment.

The period of social imitation. Children who enter the first grade have already gained a wide experience through play. "The experiences of childhood are not to be thought of as meager, but as confusing in their abundance," says Dr. Judd in discussing this period of social imitation. "The world is so full of a number of things that one hardly knows where to turn. In the mass of this experience one turns to some person and follows in a docile way the lead of that person. Little children are like a flock of sheep." It is this innate desire to do whatever they see others do and a willingness to be led which contribute to their rapid growth in these early years.

"The child wishes to conform to the customs of those with whom he associates by performing the activities—playing the activities—in which older persons engage. Other people talk. He soon acquires a fund of words. Other people write. That is enough for him. He is eager to be initiated. Other people look into books; he must do the same. He listens to stories of children whose experiences reflect his own. In countless ways through social imitation, he gains usable knowledge."

Factors affecting results in primary reading.¹ 1. *Nationality and home influences.* It goes without saying that those children bred in an environment rich in wholesome contacts with nature, social, and industrial life, and surrounded by persons interested in books, music, and art, have already made a good start on the road to reading. On the other hand, those children who come from surroundings in marked contrast to the above, or from homes where a foreign language is spoken, are handicapped at the outset. They have still to acquire an English speaking vocabulary as a foundation for beginning reading.

2. *Intelligence and mental age.* "Of all the factors which make for progress in primary reading, intelligence is probably the most significant." At once it is necessary to regard individual differences as one of the chief factors affecting results in primary reading. The necessity of adapting the work of the school to meet the varying abilities of children is apparent even to casual observers. Intelligence tests should be given in the kindergarten and first grade to determine when a child is ready to begin reading. A child forced to read at too early an age often becomes discouraged, and a permanent dislike for reading results. The school should provide right learning situations for each of the ability groups—the fast moving, the average, and the slow-moving—through class organization and the proper materials and methods.

3. *Attendance.* Excessive absence during the first year tends to retard progress, even with normal children. The health of the school child therefore has a direct bearing on a reasonable rate of progress, and parents should co-operate with the school in maintaining good health standards, and in establishing habits of promptness and regularity in attendance.

¹ W. W. Theisen, *Twentieth Yearbook*, Part I.

4. *Materials and methods.* Interesting material, and a sufficient amount of reading, emphasis upon content and meanings, subordinating but not neglecting the necessary mechanics, due attention to eye habits and vocalization, should receive consideration.

5. *Quality of teaching.* Advanced teaching technique, alertness, initiative, ability to stimulate and encourage children, executive skill, and classroom management are essential. A knowledge of the tendencies and abilities of the children, familiarity with the subject matter, and a mastery of the technique of teaching will insure the desired results. The teacher is still the most important factor in promoting the growth of children.

School conditions favorable to learning to read. What the home does in an incidental way the school continues in a systematic manner. In school, as in life outside of school, children *learn by doing*, by co-operating with each other in the solution of simple problems. Countless opportunities arise for children to exercise initiative, to join in helpful service, and to share in the results of work accomplished.

The school, a workshop and library. Changes in school organization have taken place in response to a better interpretation of children's needs. The modern school may be characterized as both a workshop and a library. A primary room, with its movable furniture, equipment, and apparatus including library tables and books, may be converted into a workshop, a play room, or a library at will. In the workshop and playroom *thinking* and *doing* go hand in hand in much the same manner as in out of school hours. Under the guidance of the teacher, the natural, normal activities of childhood are utilized to increase and enlarge childish experience. The plays and games, the observations of nature, the solution of problems, the social contact with other children provide both a background and an approach to reading. In

the library, as contrasted with the workshop, reading interests are more directly appealed to through song and story, picture and poem, through dramatization and memorization, and through making and doing in interpretation of stories told and read.

Children are now exposed to an environment rich in those things and purposes which consciously stimulate them to correct reading attitudes and a desire to read.

Grouping children for reading—advantages

(a) The natural and social grouping of children, made possible by the movable equipment which is rapidly replacing the old type of school furniture, is a stimulus which tends to increase a child's love and desire to read. Gathered about a table, an open grate, in a circle around the teacher, or in informal fashion upon the floor, children are encouraged to talk and to read with delight. The social influence of small groups should be utilized in both the class work and the independent work-study periods.

(b) Sectioning or grouping children according to ability reduces the number of pupils in each class, and increases the opportunity for social intercourse. By maintaining a natural, social situation, reading, pre-eminently a social exercise, can properly function as an exchange of experience. The old formal way of calling children in rotation was anti-social, and inattention was often the result of knowing just when one would be called upon to read.

(c) Small groups provide a social situation in which many children are stimulated to greater effort than when working alone. The slow or timid child is helped by contact with the stronger members of the group, and a feeling of self-assurance is gradually developed. There is also an opportunity for the development of good social habits. Courtesy, respect for the rights of others, co-operation upon a common problem,

acceptance of personal and social responsibility for outcomes, exercises of self control, are in evidence in well organized groups.

(d) Small groups give added opportunities for the development of reading ability:

1. More children can participate in reading and discussion.
2. More material can be read.
3. More children have an opportunity to render service to those needing assistance.
4. More practice can be given in the kind of reading the children need.
5. Subject matter can be selected to meet the interests and needs of the respective groups.

Cautions. The advantages of group work are many. In the development of good social habits and in the development of reading abilities no better plan of organization can be devised. It is a type of school organization, however, which needs the thoughtful consideration of the teacher to secure the desired results.

(a) Class organization should foster the spirit of co-operation, courteous consideration for others, and should provide opportunity for the exercise of initiative and self-control. This same spirit should characterize the small groups, so that gradually standards will be established. Discussion from time to time of definite points in relation to social habits which promote the welfare of the groups is necessary in helping children to be both observant and helpful. Liberty does not mean license in either the large or small groups.

(b) The assignment—whether made by the teacher or self-assigned—should be clear and definite. Children should know just what they are to accomplish while working in groups, just as they do when working alone. Just enough

work should be provided. Too much work as well as too little should be avoided. Pupils should be able to appreciate the purpose of the assignment. Often a written assignment given by the teacher, or the leader of the group, aids them in the grasp of the work. Timely discussion of definite points in relation to the subject matter and the work accomplished by them is necessary in helping them to form a judgment of what constitutes good work. The children as well as the teacher pass judgment upon work done, based on standards developed by the class.

(c) The work of the groups should be carefully checked. It may be checked in several ways, such as:

1. The leader, or one chosen from the group, may report on the work accomplished.
2. Different children may tell what they have accomplished.
3. Children may tell how they have been helped by others in the group.
4. The work may be recorded in some form, as on the blackboard, or on paper.
5. The work may be shown to the class.
6. Questions may be asked or some other form of testing used during another period.

The independent work-study period. Organization of the class into ability groups gives opportunity for the development of the individual at his own rate. It also makes it necessary to consider the conduct of the independent work-study period, which affords unusual opportunities for the development of individual study habits and for the growth of social co-operation.

What the children accomplish in this period is determined largely by what is done in the conference period, under the direction of the teacher. If the children are forming right habits and increasing in skills, under guidance, evidences

of these will be observed when working independently. Indeed, one of the values of the work-study period is that it gives the teacher a chance to test her own work with children in terms of their individual, independent responses. If the children are led in the conference or discussion period to read in the light of a motive; if their ability to get thought is checked by questions which test organization and judgment, rather than merely reproducing what is read, or reading orally just for the sake of reading; if they are interested to see *how much* they can read in a given time, and how *well* they can recall what has been read; or if their purpose is to read something that is directly usable in another situation; then it is more than likely that these same habits will be carried over into their method of study when working independently. Children tend to do those things in which they have found satisfaction and enjoyment. However, definite group organizations, definite objectives, definite assignments—whether self-assigned or assigned by another—must be given in order to establish correct study habits.

Individual and group work in the independent work-study period. A little child learns through his increasing activities. He is always busy about something outside of school and in school he should be doing those things which are truly educative, for he is *learning* by doing. Little children cannot read well enough to learn from books and they have not yet learned to hold their attention long on set tasks not interesting in themselves; yet they are bubbling over with energy and are experienced and able in learning through activities of many kinds which soon can be turned to account in the interpretation of the printed page, and therefore aid reading both directly and indirectly.

It is an accepted fact that children learn by using their muscles and their minds in meeting situations that require resourcefulness, energy, and dispatch, not by sitting idly

listening to the hum of voices, nor by aimlessly reading from the printed page; for, however interesting the material may be, the child's span of attention will not carry him over a half-hour period, without some added impetus whereby his wandering attention may be caught and held to a definite purpose. Children should, therefore, be given an opportunity to engage in those activities in which they normally engage and to turn them to account in developing reading ability.

Opportunities for expression through constructive activity, through dramatization, through drill, through sheer enjoyment in doing what one can do well, should constantly reinforce the work in reading both in the class and when the children are working independently.

Standards for seatwork activities. Can we apply any standard, any measure, to our seatwork activities? The same standards used to test the general effectiveness of teaching apply here—motive, weighing of values, organization, pupil initiative. Let us ask ourselves the following questions:

1. Is the purpose of the work evident to the pupils? Is the project their own, original or adopted? Does the purpose arouse other purposes or plans for further work? Is growth in motive possible?

2. Is it a piece of work which a person of good judgment would consider worth the time and energy spent upon it? Are the children learning to distinguish between relative values, rejecting the unimportant, stressing that which is of most worth? Is the material suited to their interests and their abilities so they may do this?

3. Is there relation between one piece of seatwork and anything else past, present, or to come? Has it a central idea or aim to which the whole is organized? Is there a sequence of ideas, recognizing a beginning, progress, and a completion?

4. Are the children thinking, planning for themselves? Is opportunity given for initiative, by devising other ways,

or by adding something to the adopted plan? Are the children working to find time for still other projects which the material suggests? Are they learning to work independently? Are they learning to co-operate to worthy ends?

Such thought-provoking questions as these will help us more clearly to determine the character of the varied activities in which our children should engage.

Effective seat assignments in relation to reading are the outgrowth of a thoughtful study of children—their reactions to varying stimuli including the printed page, which reflects experiences closely related to their immediate needs and interests. A detailed study of a seatwork assignment reveals a wide range of problems, ranging from the very simple to more difficult. It becomes, then, a matter of wise choice of projects by both teacher and children, determined chiefly by the needs of the individuals in the group. What is needed is sufficient variation to lend interest and enough repetition to insure constantly increasing skill.

What the Teacher Should Keep in Mind. (a) Definite assignment of work—a problem for solution. The children must feel that the work contributes to or is necessary for their purpose. The teacher links her purpose with that of the children. They will then work intently, joyously, upon the problem which the situation presents. Materials, sufficient and varied, should be provided to meet the needs, interests, and abilities of the children.

(b) More work for the bright children. Sufficient material must be provided for the children who can do more work in a given time than the average in the group. They, too, should be working at their maximum rate of speed during the entire period. It often happens that the bright child, completing assigned work in a much shorter time, becomes inert and listless. The bright child is really the most retarded because he often works far below his capacity. Dawdling

should be prevented by furnishing material which will exercise both mind and body in desirable ways—library reading, more difficult practice exercises, some form of illustrative work for a specific purpose, or completing a project.

(c) Less work for the slow children. The slow child needs more illustration, more explanation, and more drill to accomplish the same work which others in the class can do with greater ease. Children who complete work more quickly should be given the opportunity to assist those who work more slowly. They often can give just the assistance needed extending the necessary drill in simple exercises provided for individual needs. While the slow child cannot accomplish as much work as others in a given time, he should be held responsible for as much work as *he can do*. Under the stimulus of his environment and through increased effort he can increase his standards of accomplishment.

(d) Recognition of individuality. Children should have opportunity to exercise their individuality. Individual tastes and interests should be respected. Right habits should be encouraged, wrong habits corrected.

(e) Selection of material. A large variety of materials from which children may be allowed to select according to individual needs, interests, and abilities should be provided. This includes a library table, a work table, illustrative materials, objects of interest, pictures, and books. Children can do far more in both organization and use of materials for reading purposes, if allowed some freedom in the choice of materials. Much can be accomplished in the light of an intelligent purpose.

(f) Individual record of independent work-study activities. Some teachers have found it advantageous to keep a record of the activities in which children voluntarily engage. A list of reading activities may be used for checking purposes; a record of the amount of reading accomplished in a given

time; a list of books read outside of school, are suggestive. Records made on large sheets or charts or entered in a "Progress Book" which the children may consult, stimulate individual effort and aid the teacher in making a more careful diagnosis of individual needs.

Reading materials and equipment. Inherently delightful material is provided in the modern school for stimulating in children the desire to read. Picture books, story books, stereopticon slides, primers and first readers with meaningful content are usually abundant. The tendency to take up books placed on the library table within reach of the children and read them spontaneously is fostered, and they find the same delight in reading as in listening to a story, or in playing a game.

Initial practice materials. Special equipment of charts, blackboard and bulletin board, silent reading cards, word and phrase cards, gives to the reading the characteristics of a game, improves the quality of teaching, and stimulates interest. The blackboard, chart, and the lantern slides furnish a single objective center by which to secure immediate, spontaneous, and close attention, and should be used at first as the child's initial reading book and, later, used freely in interchange with books. Every teacher should be skilled in blackboard writing and drawing and be resourceful in devising occasions to secure attention and clarify ideas by these means. Most of the commercialized reading systems now furnish charts, silent reading seat work, and word cards for the early lessons. Resourceful teachers who desire to compose their own lessons as the outgrowth of the personal experiences of the children, make their own practice cards. For this purpose a hectograph or printing outfit is invaluable. Pictures, legends, games, puzzles, test materials, and other materials for illustrating and interpreting ideas gained from the printed page should be used to facilitate reading practice.

Collections of pictures, objects of interest. The use of pictures and other illustrative materials add an element of interest to reading. Through the combined efforts of both teachers and children, who may advantageously enlist their friends in making contributions, collections of pictures and objects of special interest may be secured.

Pictures from discarded books, magazines, and other sources, can be mounted by the children upon gray bogus paper or mounting board of uniform size, classified and arranged in sets, as class needs may indicate. They can be filed in portfolios and cataloged in the same manner as the books in the grade library. These pictures may be used for illustrative purposes in connection with projects and related to the reading in a very definite manner.

Pictures with simple stories attached may be used on the reading table in the first and second grades, as a means of increasing the supply of interesting reading material. The stories may be made by the teacher, may be selected from discarded primers and readers, may be made by the children themselves during the language period, or may be made by one grade for another. The oral language story which a child tells or which is developed by the group, and recorded by the teacher; a short verse or longer poem, or parts of a familiar story, may be illustrated by pictures selected for the purpose.

Pictures with sentences, phrases, and words, may be used by small groups, or by two children, as a medium for drill and testing readiness of response. These are practice exercises for silent reading purposes. In the second and third grades the children may occasionally write the word, phrase, sentence, or story which accompanies a picture.

The school museum. Every school should be provided with a cabinet for the collection of interesting objects, articles, and specimens which can be used for reading pur-

poses in much the same manner as the pictures. In museums there usually is an explanation or bit of history accompanying each article exhibited. The exhibits in the school museum may also be designated by something more than the name or label. The teacher and the children may work together in securing interesting and exact information which is written or printed, and mounted on cards to which the article or specimen is attached. This furnishes a real motive for language work as well as for reading. An extension of this type of material leads directly into the reading of geography, history, and science.

Practice exercises for silent reading may also be developed through the use of objects by giving directions for experiments, for making things, by giving simple descriptions in riddle form, etc., which the articles in the museum directly help to solve.

Moving pictures and slides. In the modern school, equipped with the moving picture machine, the stereopticon, or balopticon, moving pictures and slides may be turned to account in silent reading. Suitable material should be carefully selected by the teacher, and when such material is not available, homemade slides are possible. Slides are made by writing or printing sentences and illustrations upon cover glasses coated with cooking gelatine. The gelatine when cooked furnishes a smooth, transparent surface upon which one may write with ink. This surface is protected by being fastened to another glass plate with lantern slide binding, thus making a cheap durable slide for the stereopticon. If the lantern is placed near the blackboard, and properly focused, the picture and the writing are legible in the ordinary light of the room. By using the blackboard as a background, a variety of silent and oral reading responses can be secured from the children.

Stories made by the children and the teacher, selections of interesting parts of stories, poems, songs, and arithmetic problems may be used as practice exercises in silent reading to good advantage.

Moving pictures for children in schools should be chosen with the greatest care, particularly for the young children for whom there seems to be a dearth of suitable material. In the presentation of a "movie" reel, sufficient time should be given to the exposure of each picture to allow children to form clear concepts and to read the accompanying legends with some appreciation of their meaning. At first some older person should point out important details in the pictures, and tell the story or give the added information which the children need for full appreciation. As their powers of concentration, attention, and interpretation develop, the rate of speed in showing the picture may be increased.

Library and pleasure reading table. Every classroom should have a library or reading table furnished with a collection of miscellaneous books. In the lower grades the books should contain such easy, interesting reading material that the child finds pleasure in casual reading at the library table when other work is completed. At this table there should be a good collection of picture books, simple story books, a few books of verse, and, added to these, in the second and third grades, books of informational character, but still narrative in form. At least one book for every child should be provided. Care should be given to the selection of both factual and fanciful material within the reading abilities of the children which correlates with the proposed curriculum. Children should be encouraged to bring books from home to share with others. Booklets made by the children containing printed or hectographed reading units should find a place in the children's library. Children may also participate in the purchase of a book as a loan to the library,

which at the end of the year they may take home as an acquisition to the home library.

Children of the first grade take great delight in reading a familiar story in another book, the slight variation in the version adding a new element and stimulating interest. Even in this grade an elementary library should begin to function, with material selected to give opportunity for review of familiar stories, and an introduction to new ones. In the second and third grades the classroom library, as a means of stimulating interest in reading, should be considered a part of the standard equipment for the grade. Grade libraries should contain varied material touching the varied interests of the children. Single copies and small sets of four to six books provide for individual and group reading.

A list or catalog of the books in the grade library should be kept in a conspicuous place to aid children in their selection of books. The use of the same system as that used by the public library in cataloging and issuing library cards should be established throughout the school.

Chapter summary. In developing fundamental reading habits, the teacher should make use of the child's home and school experiences and interests. Intelligence, regularity of school attendance, teaching procedures, school conditions, the grouping of children, the seatwork activities, reading materials and equipment—all these are vital factors in the development of the elementary reading skills.

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CHAPTER V

VOCABULARY BUILDING IN PRIMARY READING

The chapter content. The preceding chapter enumerated and discussed those factors which modify or contribute to the formation of the essential reading skills. The present chapter discusses the development of the reading vocabulary.

The mastery of the mechanics of reading is dependent upon the development of the ability,—

- (a) to recognize and pronounce words,
- (b) to grasp the meaning of words.

These abilities grow out of varied experiences with word forms, word meanings, illustrations, etc. It is recognized that one of the chief concerns in primary grade instruction is the extension of the child's speaking vocabulary and the provision for the recognition, both from a visual and a meaning standpoint, of the common words necessary to the development of elementary reading skills.

Selection of words. Recent studies of the speaking vocabularies of children and investigations of the vocabularies included in a large number of the primers and first readers in general use at the present time show the importance of careful selection of words as a basis for beginning reading. A reading vocabulary consisting of words of immediate value to the children should be so graded that the children can master it easily and happily. It is futile to attempt to fix as a habit the recognition of words which occur from one to five times a year in the child's reading. Such words are transients, and children should not be held responsible for their retention. Only words that recur *frequently* and are used *constantly* should be included in drill exercises to become an automatic part of the child's reading vocabulary.

Tests should be made by teachers and supervisors to enable them to form an objective judgment of individual pupils and classes after completing the reading of a single book. Certainly, the children should have secured automatic control of the most frequently used words in a large number of primers and readers by the end of the first year of school. Kircher¹ in his analysis of first grade reading material found 192 words occurring most frequently in the vocabularies of thirty-seven primers. These he regards as a minimum first grade vocabulary. Other words occurring less frequently have been arranged into two lists, a median, and an advanced first grade vocabulary. These lists are of service to teachers in checking and evaluating the work of their children. Children of average intelligence should acquire a reading vocabulary of about 400 words by the end of the first grade; those of exceptional ability should acquire about 500 words. Children who are dull normals can acquire only about 200 words.

Increasing the sight vocabulary. Just as a man cannot think without the cloth of thought—words—neither can a child learn to read without a quickened reading vocabulary. One of the chief concerns in the primary grades is the formation of the habit of rapid word recognition together with their meanings. Early work in reading needs to be strongly motivated so the pupil will learn to make the association between the spoken word, already familiar through experience, and its symbol. Repetition is necessary to fix the association, the number of repetitions varying with the intelligence and the stage of development of the child. Words are acquired through their relation to meaningful content, through recognition of likenesses and differences, and through much reading of continuous thrilling narrative.

¹ Kircher, H. W.—*Vocabulary Tests for First Grade*, Eau Claire Book and Stationery Co., Eau Claire, Wis.

The ability to pronounce words. One of the most conspicuous elements in the growth of reading habits is the ability to pronounce words. Oral reading contributes largely to this development. Indeed, this is one reason why oral reading instruction has been so popular. It is a more objective form of behavior than silent reading. Teachers have found it a relatively simple matter to check and evaluate its quality, for the attention has been given chiefly to pronunciation and expression. In fact, if word mastery is to be properly taught, some directed oral reading must of necessity occupy a place in the primary grades; not as much as formerly, however, since we are coming to realize that there are other ways of interpreting word symbols and their meanings. It is now believed that a child's recognition of a word can be tested in other ways than by reading aloud. Interpretation of meanings through some form of activity decreases the amount of oral reading, but the ability to pronounce words aids thought-getting, and therefore, has value in silent reading.

How the child learns to pronounce words. The child's method of attacking new words depends upon the way he has been taught. In the home the child asks an older person to pronounce the new or difficult words, which he repeats in turn. The next time he meets the word in his reading, if the impression has been deep enough, he remembers the word and pronounces it correctly. When the child first comes to school, the same process is used and he learns words in the same way—in response to a felt need. He learns them most quickly when they are met in a context that is interesting. He learns words through their association with pictures, with other words, with ideas. Skipping a word and reading to get the thought and returning to the word again and guessing it through meaning conveyed by the whole is another way that should be encouraged. Later, the habit of

looking at words to find some familiar element which gives the child a clue to other words is encouraged by a very simple kind of word building—making words by combining two words already known, as *play* and *house* make *playhouse*; *go* and *cart* make *gocart*; *bath* and *tub* make *bathtub*. Such words made by the children lead those of the first and second grades to analyze two-syllable words which appear in their reading, largely on the basis of some element recognized in familiar sight words. Later, phonics appear to render service. Gradually children are conscious of beginning and ending sounds and of phonic elements which aid them in word recognition and assist in pronunciation.

Practicing pronunciation of words with satisfaction. Children take real delight in this new kind of game. At first one or two words are spoken slowly, as the words are pointed out by the teacher or child. Children enjoy rhythmical words, the recurring sound playing pleasantly upon the ear. They note the likenesses and differences in appearance. They enjoy games which call for alertness and readiness of response. They soon form the knack of pronouncing words as quickly as they are pointed out. It is more economical to present the word in the phrase until the habit of instantaneous recognition of the word group has been established, increasing the eye-span and the grasp of increasing lengths of thought units.

Drills on words in groups or phrases. Children must be taught to grasp words as part of phrases. The ability to read word groups is increased by helping children to note some familiar characteristic, as the known words in the group, the appearance of a new word, comparing it with some word previously given, the thought content aided by picture, conversation, question, or its place in the context. To develop this ability, phrase drills are given with cards or from the blackboard.

These periods of drills are kept separate from the reading period as a usual thing. Though a very necessary preparation for the reading, the drill should *supplement* and not *supplant* the reading. Good teaching technique requires that the drill emphasize just the phrases and words needed in advancing skill in the daily reading. Isolated drill is wasteful. Make the drill rapid, and the periods of short duration. As nearly as possible instantaneous perception is required. When cards are used, the teacher should see that the card is held on a level with the eyes of the children and then lowered in a way that provides an exposure sufficient for one brief glance with card held at complete rest. Those children who have shown evidences of word mastery through their reading should be provided with some other type of work which will extend their vocabulary. Those children who need more time for exposure of the card in order to make a correct response should be given additional drill on their specific difficulties. Small groups for additional drill under leadership are advantageous. Words and phrases, both with and without illustrations, placed on the blackboard or on charts, to which children may refer when in doubt, are helpful. Exposure to words and phrases in a variety of ways to which the children are actively responsive secures a working sight-vocabulary which facilitates the reading and prepares for word mastery by means of phonic analysis a little later.

Drill, to be most effective, must meet individual needs and abilities. As soon as possible, those children needing more explanation, more illustration, and more drill should be separated from the rest of the group for special help under the direction of teacher or a little pupil teacher. Those whose progress warrants it should be provided with additional work, or work of a slightly different nature which tests their skill.

Drill periods should be short, utilizing the play instinct. Sugar coating is not to be tabooed in lessening the tedium of drill. Any form of play or game may be useful so long as the interest is centered upon results of the game rather than the game itself.

Drill upon words in context is essential in connecting form with meanings. Questions which exercise the child's judgment, which test his alertness, his readiness in response, his ability to organize, are invaluable aids.

Some hints for effective drill work.

1. Provide motive through play.
2. Select and use a varied collection of materials and devices.
3. Practice alertness in presentation.
4. Keep within short time limits—not more than ten minutes, at most. Three five minute drills at intervals during the day would be more productive than the longer time usually given.
5. Meet the needs of the children by separating strong from weak
6. Apply the results of drill to reading exercises but do not supplant teaching with drill.

Reading as a means of increasing vocabulary. Children secure an automatic control of words through wide reading experience. This insures a review of many words in new settings. To facilitate word mastery under such circumstances much reading of simple, easy material is necessary, and therefore, in the first grade the first half dozen or fifteen primers should be read to give this facility, rather than to wade laboriously through one entire book. Pupils should learn words in the way that is most conducive to the establishment of good reading habits.

Value of memorizing as a means of increasing vocabulary. Children should be encouraged to commit to memory certain

literary selections of approved merit, and opportunity should be afforded for their use in audience situations, such as, preparation for a morning exercise, for a song festival, reading party, quotation for a special occasion, or special days. In the first grade, children should memorize nursery rhymes, simple verse from the teacher's presentation, coupled with its written or printed form on the blackboard, chart or book. As they recite, the children should often follow the lines using a marker quite as if they were reading it. Potent words and word groups will stand out and aid in recognition and retention of form.

Value of experience as a means of increasing vocabulary. How does our vocabulary grow? We all know that our vocabulary develops through experience. When we learn to play golf a whole new set of terms is acquired. In discussing the radio, new words are needed to clothe our concepts and convey our ideas to others. We learn to pronounce them and to understand their meaning through experience, conversation, and reading. We really begin to comprehend a word only when we have experienced it in varied contextual relations.

In quite the same way a child's vocabulary grows—through experience with things, through conversation, through reading.

Purposeful activity in vocabulary building. Learning to read by doing those things in which children normally engage characterizes the silent reading work in the first grade through which a rich vocabulary is developed. Miss Watkins in *How to Teach Silent Reading to Beginners* has, perhaps, given the most coherent series of lessons with suggestions for their use. The lessons deal with action, personal history, salutation, morning duties, the calendar, and games which deal with everyday experiences. Automatic control of words is secured through silent reading and performance to es-

tablish meanings, association of ideas, and corresponding symbols fixed through repetition; and differentiation of word groups and single words through recognition of likenesses and differences in words. Major emphasis is upon *meaning*, established through doing those things which are interesting to children; whereas association, repetition, and discrimination are exercised to secure word mastery.

Word associations. Organization of work around some central theme or project provides for the rational development of words in association as they arise naturally out of the normal activities of children. The silent reading exercises referred to above are of this type. To fix permanently the words which appear in each lesson, a printed list is given each child for purposes of review and test. Words in association are easily learned and retained. When one is in possession of closely related, well-organized knowledge, the ability to remember is correspondingly increased. It is important to train pupils in the habits of remembering in logical order material designed for other useful purposes. Words arranged according to some central theme help in the formation of this habit.

Younger children take pleasure in learning the names of objects, in arranging or grouping objects according to some purpose or plan which is evolved in connection with some form of activity. This same interest in naming, arranging, or classifying objects, extends to words. Words are associated with activity, with objects, with pictures, and grow out of conversations about the home, pets, games, and the like, in a very natural manner. As a kind of summary of the informal conversation, or to serve as a guide to logical thinking, or to prepare for the use of new words in the speaking and reading vocabulary, the word or the phrase in which it occurs may be placed upon the blackboard, on charts, or on cards for the purpose of review. In the primary grades, the word lists

should grow quite naturally and quite incidentally, but not accidentally, out of some rational experience.

Word associations are invaluable aids in creating an interest in words—words describing sights, sounds, smells, time of day, night, boys, girls, animals, etc.; words telling how, when, where, etc.; words naming whole and part, part and whole, etc.; words indicating action, etc., by silence, by noise, etc. Innumerable associations may be made in relation to stories read. One should try to find the happiest and most fruitful series which a particular lesson suggests, as names and colors of candies—"Aunt Becky's Candy Shop"—tropical fruits, suggested by the "Date Palm," etc.

Word associations incorporated in the phrase are also sources of never ending delight—time and place phrases, alliterations, similes, and metaphors collected by the children for various purposes and without learning the name of the type or kind to which they belong.

Classification of words according to phonetic association is also valuable. Allow children to hunt for words containing phonic elements as *ough* pronounced *uff*; *ow*, *ough*, *o*; all words containing *ie*, or *ei*. A real affection for words, their appearance together with their meaning, may be developed. This serves also to aid rapid recognition in reading and spelling. Usually, in all this word work, a specific time limit should be given. A wholesome balance should be maintained between word hunting and using words to express ideas in complete sentences, paragraphs, etc.

Numberless associations such as those suggested below may be made:

I. Associations to increase meaning.

A. The use of pictures.

1. Select pictures to illustrate different types of phrases, as:

good children,
 Good Children Street,
 man and woman,
 by the wall,
 near the house,
 in the early dawn,
 when the twilight falls.

2. Illustrations made by the children for guide words and phrases in a portion of the selection.
3. The teacher places picture or object before the class asking them to list orally, later in writing, the words which the picture or object suggests, as:

<i>Red Riding Hood</i>	<i>Leaf</i>	
little girl	maple	brown
in the woods	red	gold
red cape and hood	yellow	stem
little basket	green	edge

B. The use of dramatic action.

1. An incident is dramatized, words and phrases written, such as, A little boy takes the part of a Brownie in "Hans and the Brownie." The words which tell what he does, what he did, are:

comes	appears	gave the tingle-too
creeps	disappears	promised Hans
steps	gives	heard him
laughs	calls	called to him

C. The use of activities in which children commonly engage.

II. Classifying words to increase comprehension
 and organization.

- A. Naming objects, colors, articles of clothing, animals, trees, flowers, activities in which children and older people engage, toy shop, flower store, garden, etc., as:

Our house: door, window, floor, chair, table, stove, stairs, kitchen, dining room, bedroom.

Our party: cake, bread, ham, salad, nuts, fruit, pie, peaches, food, milk, cookies, candy, meat, apples.

- B. Naming groups of related words, or words in pairs, as, girl and boy, mother and father, brush and comb, nest and egg, knife and fork, etc.
- C. Supplying the missing word in a group of related words, as, bread and —, — and saucer, etc.
- D. Arranging words under given headings when both the headings and words are given.

1. Each child divides his paper into sections by perpendicular lines and writes headings supplied by the teacher at the top of each column:

Vegetables, Flowers, Fruits.

Blackboard list: carrots, daisy, cherry, beets, apple, sweet pea, pear, tomato, watermelon, buttercups, peach, lily, orange, plum, violet, turnip, grapes.

2. Arrange under headings given below: big, tall, fat, high, hot, sly, funny, sweet, rich, red, little, fleecy, cold, white, fine, blue, wide, cross, good, yellow, warm, short, merry, jolly, happy, clumsy, neat:

<i>Weather</i>	<i>Gentlemen</i>	<i>Flower</i>	<i>Elephant</i>
clear	old	pretty	gray
cold	tall	yellow	clumsy

- E. Arranging words in lists according to given criteria.

1. According to phonetic elements, as:

ear	ea	ea	ough	str
dear	eat	dead	bough	string
fear	meat	dread	cough	strut
tear	beat	tread	dough	stride

2. Arranging words to third letter in alphabetical order, mixed order given.

a. Stand, store, stump, stuck.

b. Brought, bran, bright, bread.

F. Arranging words and phrases according to indicated relationships.

1. Whole and part: clock—face, hands, wheels, pendulum weights, etc.; house—frame, walls, doors, windows, roof, etc.
2. Part and whole: handle, knife, rake, broom, hammer, ax, pitcher, etc.
3. Thing and place: house-yard, horse-barn; hat-rack; etc.
4. Place and thing: In the field: daisy, clover, grass, grasshopper.
5. Extending lists: potatoes, onions, cabbage, —, —, —, —, chair, bed, table, —, —, —, —, etc.
6. Listing guide words in a story: Once upon a time, Red Riding Hood, carried cakes, bread and cheese, met a wolf, etc.
7. Giving lists of describing words, as, pretty, sweet, beautiful, green, old, etc.
8. Giving two lists: one of names, one of describing words. Children make simple phrases, as, pretty flower, sweet corn, beautiful lady, etc.
9. Giving a list of words in which one word has no relation to the rest. Children are to discover the word out of place and draw a line through it.
Red, blue, yellow, white, dog, green, orange, hog, cat, pony, tiger, hen, calf, pig.

G. Words meaning the same.

1. Finding other words which have the same meaning, as: merry, clever, poked, idle, etc. The children use each word in a phrase taken from a selection thus forming the habit of getting the meaning through the context.

H. Words meaning the opposite.

Making lists of words from a selection with their

opposites. The teacher gives the list of opposites and children locate the correct words, as: long-short, many-few, old-young, man-woman, boy-girl, etc.

I. Words that look alike.

1. Similar words presented and their characteristic differences pointed out: where, there; how, who; that, what; every, ever; never, even.
2. Phrases: everywhere, never there, how good, who can, never-never land, even now

J. Words that sound alike.

Their and there, wear, where, weather, whether. Fix through use each word separately. Let the word appear in phrases until the association with its meaning has been made. Much later present the word similar in sound.

their house	their mother
on their heads	their good deeds

K. Word building.

1. Children in the primary grades find enjoyment in making new words by combining known words, as, *bell* and *rope* give *bellrope*.
2. Prefixes and suffixes may be used to advantage in increasing vocabulary, as follows:

light	er	est	d or ed
sunlight	mother	brightest	mended
daylight	rider	dearest	stepped
twilight	reader	loveliest	glided
moonlight	redder	sweetest	cleared
starlight	nearer		

3. Silent letters. *w*—as in write, wrote, whom, wrinkled, who.
4. Giving meaning.

Things you have found out (discoveries).
Knowing something well (familiar).
Looking forward to something (expectation).

5. Making words from other words.

- a. Finding hidden words, as Washington—wash, washing, ton, ash, has, on.
- b. Beheading words, as Washington—was, wash, ash, washing, ton, on.

Drill exercises: Increasing rapid word recognition and comprehension of meanings.

Alphabetical lists. Even in the first grade, a beginning should be made in the use of word lists. They should also be continued in second and third grades. Little phonic booklets with illustrations can be made from time to time. The device of "My Own Dictionary" should be begun in this grade. Children may engage in making a Class Word Book or Dictionary, containing the words common to the reading vocabulary. The children may make illustrations for given words and phrases by cutting or drawing. These may be mounted with the printed or written words on manila sheets and bound into a booklet. Such booklets, made monthly or weekly, would provide material for individual drill. This is an excellent device for fixing words in association with illustration, e. g., Pets—cat, dog, pony, rabbit. Toward the end of the year, word associations based on the alphabetical arrangement can be made.

In imitation of the manufactured alphabet book pictures, suggestive rhymes may be devised and used to illustrate the letter placed at the top of the page. This is an interesting project in itself. As new words are learned, they are entered in the book by the teacher or older pupil. As a child acquires an extensive vocabulary, this kind of summary is excellent

since it places the known words in a new association, introduces children to the letters, and initiates the dictionary habit. Children should be trained to consult their little dictionaries and to use them in testing each other. Children working in pairs may play the "Find Game" with all the words listed under A, for instance. In the second or third grade, time pressure may be used to advantage.

An alphabetical list of all the words given each month, both with pictures and without illustrations, should be made by the teacher and kept in a Word Book to which the children may turn, and which the teacher should use in individual testing. A typewriter, a duplicator, or carbon paper for duplication is an invaluable aid in providing the right kind of material to fix permanently the most frequently used words of the reading vocabulary.

An alphabetical list of phrases is suggested as a means of providing drill necessary to secure control of troublesome and difficult word groups—There are, There is, They could, They can, This, Once upon a time, etc.

My Own Word Book. Children should be encouraged to make a collection of words independently, keeping this self-chosen list in "My Own Word Book." A word may be selected from the reading, or other lessons, and entered in the book—one word a day, if desired. The word chosen is one that represents to the child some individual preference, as one liked best, because it meets a very present need in oral or written composition. In the lower grades, chosen words may be illustrated by individual sketches or small pictures collected from various sources. A short period should be taken each week to find out what words have been added to the list and to encourage the addition of others. "My Own Word Book" may also contain apt phrases, clever expressions, and happy terms as a means of improving conversation around the tea table, on the street, and on the playground.

It is important to instill into the minds of young children a desire to find and use the right word with which to make meanings clear and effective. We are told that Lincoln had a fine feeling for the fitness of words. It is said that slovenly, slipshod language annoyed him. He had a habit of doing something that was helpful. He writes, "I never let an idea escape, but write it on a piece of paper and put it in a drawer. In this way I sometimes save my best thoughts on a subject." Undoubtedly, this helped him to use simple, forceful language which we all can understand.

MATERIAL FOR VOCABULARY BUILDING

Labels, signs. Probably the very first step in silent reading is the attempt to get the child to read meanings directly without utilizing the sound image. During the pre-school period he has been casually interested in street signs, notices, announcements. He has noticed the "Stop, Look, Listen" at the railroad crossings; he knows the "Please keep off the Grass" sign and is obedient to both. He asks about the circus posters and street car advertising cards when they catch his fancy. He can read the labels on boxes and cans in the larder, for he knows which is sugar and which is salt. Objects in the schoolroom also may be labeled and, quite incidentally, a number of words are thus added to the reading vocabulary.

1. School furnishings—desk, chair, table, piano, stool, bookcase, sand table, sand, window, shade, etc.
2. Objects—doll, ball, toys, empty cartons.
3. Printed signs—*Keep Off the Grass. Look Out. Fresh Paint. Fresh Fish Today. Hands Off.*
4. Sand table projects.

Ways of presenting this material. Labels may be presented quite incidentally letting the words, phrases, and short sentences form a part of the child's reading experience

through repeated exposure and occasional reference to them. A game of naming the objects and pointing to the printed symbol may be played. Children may go, two and two, around the room naming the labeled objects and pointing to printed symbols, the game being to see which child can say the words first.

Labels for a sand table scene made by the children, for a flower garden, for canned fruit on the shelves, for the kitchen cabinet, for a cafeteria luncheon, when there is reason for doing so, furnish excellent material for games. Reading street car advertising cards offers a suggestion for a valuable game.

Greetings. Frequent opportunities for effective incidental reading occur at the opening and closing of school.

The period should be brief, limited to five minutes at most. To make this incidental reading, in connection with greetings, most effective the children should be eager to know what the teacher writes upon the board. The teacher should help them to find out. It must be varied in content and it should be freshly written before the children's eyes each day.

At first, greetings should be very short and simple, increasing in length and difficulty as the children's reading ability develops. Great care should be taken to present the material in an attractive form to establish correct habits of reading.

Suggested Exercises.

Good morning, good morning to you. (Sung by teacher, and by children in return.)

Good morning, children. (Children respond)

Good morning, boys. (Boys respond)

Good morning, girls. (Girls respond)

Good morning, children

We have a new pupil.

Let us say, Good morning, Anna. (Children respond)

Good morning, boys and girls.

We have a new toy.

Can you find it? (Children respond by raising right hand)

Use other words and phrases in salutation, such as, good afternoon, good evening, good-bye, How are you? How is your mother? Isn't this a pleasant day? Shake hands with me.

Miss Watkins in *How to Teach Silent Reading to Beginners*, emphasizes the use of greetings as one means of shaping courteous replies to everyday questions and to reform slipshod manners of speech. In response to "How is your mother?" the child is taught to say "She is well, I thank you," etc.

Action words. All children like to play make believe games. One child acts as leader and points to the words on chart or blackboard. As the word is shown, an individual performs the act. The exercise should be repeated, if necessary, skipping about the list. A child is appointed to check the names of those who fail to respond. These need further drill to fix the form of the word.

Matching games. 1. *Words and pictures.* Two sets of cards are used, each card containing both words and pictures. One set is irregularly cut, the purpose being to fit the pieces correctly and match the given set. The work is self-corrective, as no two cards are cut alike and the given list serves as a check. The word and picture appear twice when the work is complete. Children may work in pairs, each competing with the other in the matching of the cards.

2. *Words and words.* This involves recognition of words by similarities and differences in appearances. The teacher places on the blackboard two or more words from the reading lesson which emphasize differences, as bee—butterfly, or those easily recognized by a phonic element, as cow, now, how, bow. Children match them with word cards, arranging

them in the same order. The teacher should talk with the children about the appearance of words. The class may be divided into two groups of competitors—one trying to know word friends by *striking differences* and the other by recurring *similarities*. An older child may check the number of children who are successful in each group. Scores may be recorded on the blackboard.

3. *Phrases and phrases.* These are used in the same way as the “word and word” exercise described above. The list of phrases is placed on the blackboard. The same phrases occur on cards. One child acting as leader flashes the phrase while the children respond in rotation around the group by showing quickly the same phrases in the list. (As the phrase is flashed two children at the board try to locate it first.) The one that wins receives the card. The child having the greatest number of cards when the list is completed is then the leader.

Such phrases as the following may be used:

one day	the little girl	there is	every day
once upon a time	the little pig	there are	each time
by and by	the old man	this is	ever so long
long, long ago	the old woman		

4. *Phrases to match.* A number of phrases are placed in an envelope—not too many different ones at first.

- a. The children are asked to read from the blackboard or text, and as they find the phrase, to place it on the desk in the order in which it occurs. A pupil or teacher can check the result very quickly by glancing at both the page and the work on the desk.
- b. In connection with the phrases, another envelope containing the word or phrase which will complete the sentence is given. This makes a very good type of completion test and increases the child's control of vocabulary.

Phrases commonly recurring in the text in use are:

Sentence beginnings

This is
There is
There are
They went
Once upon a time
Long, long ago
In the old, old days
In a far away land
Again and again

Sentence endings

all will be well again
to this day
lived happily ever after
never heard him again
for all time
victors in the fight
for ever and ever
on the face

Phrases which express

a. Name

boy and girl
mother and father
John and Betty
mountain and squirrel

b. Action

come and play
dug and scratched and scolded
came running
crossing a bridge

c. Place

in the brook
into the house
under the table
over the hedge
up in the tree
near the fence
outside the village

d. Time

one day
last night
in the afternoon
last month of the year
one bright morning
in the early spring time
during the winter

e. Manner

lived happily
laughed merrily
as fast as he could go
ran swiftly
treated her kindly

f. Quality

smooth white pebble
loveliest voice
glittering golden heap
funniest little black man
beautiful red and white roses

g. Comparison

cheeks like roses
looked like snowflakes

h. Alliteration

funny, furry friends
beautiful blue bells

as quick as a wink great green griffin
trilling like a meadow lark bright blue billows

5. *Phrase and words in sentences.* The rhyme helps the child to locate the phrase and the word. The problem is to match the words in italics, as:

Jack and Jill went up the hill
To get a pail of water, etc.

Little Bo-Peep has lost her sheep, etc.

From discarded primers and books of equal difficulty, phrases, clauses, and short sentences found in the rhymes may be obtained. These are mounted on small squares of cardboard or heavy manila paper and classified according to difficulty. Five to ten slips of equal difficulty are placed in an envelope and the sets of envelopes filed in a box. When pupils have finished regular work they may select an envelope. They should work in pairs, the one playing teacher showing the cards to the other. When each has made correct responses, the cards may be divided and the pupils engaged in making illustrations for each card to be used in a finding game or a matching game at the seats.

Many interesting exercises can be developed in connection with a single rhyme:

- a. Picture and name—Little Bo-Peep.
- b. Picture and rhyme words—Bo-Peep, sheep, home, alone.
- c. Rhyme and action words—lost, come, find.
- d. Rhyme and phrases.
- e. Matching the entire rhyme.

6. *Matching stories.* The same type of work should be developed in connection with stories given in the reader, such as The Three Bears, The Three Pigs, Red Riding Hood, Jack and the Beanstalk, and the Gingerbread Boy, etc. The steps to observe are as follows:

- a. Matching pictures and words in the story.
- b. Matching words and phrases in the story.
- c. Matchingsentences.
- d. Matching sentences, phrases, words without pictures.
- e. Matching the "Cut-up story" with the original.
- f. Making an original story by re-arranging parts of the story, phrases to match.

7. *Matching colors and figures, words in association*, making use of the competitive element in group work.

Matching words and pictures employs the picture to form the association of meanings with the visual symbols: these give vocabulary tests for sight words.

<i>Words</i>	<i>Matching Phrases and Pictures</i>
house	under the chair
gate	under the table
tree	by the gate

<i>Matching Sentences and Pictures</i>	<i>Matching Rhymes</i>
The sun is up	Jack and Jill went up the hill
This is the little red hen.	To get a pail of water

Nursery rhymes and verses may be made in duplicate on manila tag, one card lined for cutting. At first, single lines are cut apart and matched with the card containing the puzzle. The second step is to cut the sentences or single lines into phrases, and last of all into single words. These make interesting puzzles for the children to work upon when other work is completed. When a pupil has completed one puzzle correctly, he should be given another, but not until he has done so. Children may also be given the opportunity to illustrate each one, using crayons, clay, or on the black-board.¹

Jack, be nimble,	<u>Jack, be nimble,</u>
Jack, be quick.	<u>Jack, be quick.</u>

¹ Bolenius Practice Cards, Houghton, Mifflin Co.

Jack, jump over the
candlestick.

Jack, jump over the
candlestick.

Rock-a-by, Baby,
In the tree-top.

Rock-a-by, Baby,
In the tree-top.

When the bough bends,
The cradle will rock.

When the bough bends,
The cradle will rock.

When the bough breaks,
The cradle will fall,

When the bough breaks,
The cradle will fall,

And down will come baby,
Cradle, and all.

And down will come baby,
Cradle, and all.

Action sentences. No material offers greater opportunity for stimulating interest in reading, to find out what one may do, than action sentences which are well motivated through the child's love of activity. Toys, playthings, games, and finger plays furnish interesting sentences.

In the beginning, particular care should be taken not to overload the children with too many transient words, for this adds confusion and retards progress. At the same time, an increasing number of words must be gained; otherwise, children are going around in a circle and making no appreciable progress in word mastery.

Attention should be given to the selection of the verbs and nouns which occur most frequently in the basal primer, but their presentation and use should be as incidental as possible, and in connection with the project or problem which the children have undertaken. Such words as run, walk, hop, jump, skip, fly, play, read, find, bring, hide, sit, come, go, stand, talk, eat, drink, sleep, bend, nod, whip, wave, laugh, kneel, take, open, close, count, mix, lock, unlock, etc., can be used to advantage for silent reading and for securing action responses.

Ways of presenting this material. 1. The teacher whispers to a little child "Run to the door." He does so. She writes on the blackboard, saying, "I am going to tell somebody to do the very same thing that Jack did only in a different way." "Run to the door." "Who can do what Jack did? Yes, it says, 'Run to the door.'" She repeats it several times. "Do just what this says." She writes, *run*. Repeat at other times, "Run to the window," "Run to your seat," "Run to me," "Run around the room," When the word *run* has been fixed through repetition, proceed in the same manner with the word *walk*, *hop*, *fly*, etc.

2. The words and sentences printed on cards supplement the blackboard work. The teacher or child performs the action: e.g., stand. The word is shown, with "This word means *stand*. When you see it, do what it says." The cards are mixed and flashed successively, and the pupils stand whenever they see the word *stand*. Pupils are then tested individually. When the word *stand* is firmly fixed in their minds, another word is given, preferably one contrasting in appearance and meaning, as *sit*.

Liberal use of action words and sentences should be made in conducting the class and in dismissing it. The pupils should fly, hop, and jump to their seats when the class is dismissed. This type of incidental reading is little else than a sort of game and consequently preserves a lively interest in reading because there is constant appeal to the play spirit, to curiosity, to social imitation.

If used exclusively, such an exercise promotes the child's tendency to see separate words instead of word groups. The word, instead of the thought, becomes the unit. This word reading produces readers, slow in rate, and weak in ability to comprehend. For this reason the simple action sentence should be used with discrimination and care. In later lessons where complicated actions are required, the action words are

indispensable. They furnish the basis of somewhat involved commands, directions for work and play, schoolroom movies, and simple games. Various devices, such as, individual and group action in interpretation of sentences; selection of sentence by one pupil to be read and acted by another; silent reading and whispering to the teacher what the sentence says; and doing what the sentence says, may be used.

Suggested Exercises

Find the toy dog	Run to the door
Find the toy cat	Show little Red Hen
Come to the chairs	Show Little Red Riding Hood
Come to the table	Sing, Come Little Leaves
Tell me a story	Say, Jack and Jill
Tell me a riddle	Say, Little Jack Horner

PHONICS

Phonics, an aid to word mastery. There is abundant evidence that phonetic training has some value in the independence given to the pupil who is mastering new words. The point that is still unsettled is just how much is needed. Recent investigations seem to indicate that a great many children are able to master words without phonetic drill. Exceptionally gifted children—children having the power of concentration, discrimination and judgment which they unconsciously apply to sounds and letters in words—do not apparently need formal phonic work. Such children should certainly be given an opportunity to engage in some other form of word study or extensive reading while phonetic drill is given to those who do need definite work which will help them to become more sensitive to sound elements and who need to be taught how to apply them to their reading.

There seems to be little question that phonetic training is needed for foreign children not only to develop a method of

attacking new words, but to sharpen auditory perception and develop speech co-ordination. Just the amount needed by individual pupils in order for them to become independent in word recognition has not been determined by scientific investigation, so the teacher must be guided by the needs of her class.

Phonics, an aid in initiating good speech habits. A good speaking voice, clear enunciation, correct pronunciation are habits which should be cultivated throughout the grades. Good voice training is one of the crying needs today, and the school should not neglect the opportunity to develop desirable speaking voices. Socialization of work, particularly in reading, necessitates participation through discussion as well as through oral reading, and children themselves are conscious of the advantages gained by a gracious manner and good speech control.

Work of a definite character can be begun in the first grade which will help in initiating good speech habits. Through timidity and self-consciousness children are often unable to speak their own names distinctly, or to speak loudly enough for others to hear. A social atmosphere, kind sympathy, guidance in directing self-expression through release from restraints imposed on mental freedom, are needed to improve the speech habits of our children. Through imitation, they have acquired bad speech habits, or slight speech defects, which can be corrected by work of a definite character which will help in initiating good speech habits. One of the best means is afforded by the persistent use of phonics in helping the children to pronounce correctly and enunciate clearly those words which are so commonly mispronounced. The recognition of certain elements, as *et* in *get*, *getting*, *atch* in *catch*, the final *g*, *d*, or *t*, etc., arouses a consciousness that clean, clear-cut speech is desirable and easily secured through giving attention to details.

Selection of subject matter. Since the manuals which accompany the different series of readers present in detail the phonic elements which accord with the vocabulary used, only the elements common to two-thirds of the phonic systems are indicated here.

1. Sounds and symbols of consonants:
 - a. Consonants made with breath—s, f, h, k, p, t.
 - b. Consonants made with voice—b, d, g, j, l, m, n, r, v, w, y.
2. Sound and symbols of compound consonants:
 - a. sh, wh, ch, th, in primer work.
 - b. th as in them in first reader work.
3. The long and short vowels are introduced either in primer or first reader work. The following common vowel combinations tend to be introduced in the first year phonics: ea, ee, ay, ai, oa, aw, ir, oy, ow, ou, oo. Vowel sounds are taught in phonogram word endings.
4. Silent letters are introduced later than the first year.
5. Phonograms or monosyllabic word endings used:
 - a. Introduced in primer work: at, ill, ack, all, an, en, and, ell, in, og, un.
 - b. Introduced in first and second readers: ed, ent, ig, ind, ing, op, ut, ail, ake, eat, es, et, ick, old, ow, uck, um, ud, ad, air, up, ate, eed, ine, ong, ook, ain, are, aw, ear, est, ump, ide, ite, one, ust, ight, ish, con, ace.
6. Suffixes: ing, er, e, ed in first year; est, ly, es, ness in second year.

Important factors in the development of phonics. The following points should be kept in mind in developing phonics:

1. Ear-training in phonics is a necessary preparation for the analysis of words and should precede eye-training.
2. Eye-training in phonics should not be begun too soon. It seems that best results are obtained by securing famili-

arity with sentences or groups of sentences, phrases, and sight words before attention is directed to parts of words. These sight words form the nucleus for the preparation of the desired phonic elements.

3. Only those phonic elements should be selected which the child will need to use frequently. This includes both consonants and phonograms, or helpers.

4. No word should be used in the phonetic list, the meaning of which the child does not know. This safeguards the child in making lists independently.

5. Phonics should be taught systematically in a period distinctly apart from the reading lesson, though application should be made directly in the reading period. This affects the choice of material suited to the reading lesson. Children should soon understand that phonetic ability helps them to attack new words, to enunciate more distinctly, and to spell more correctly in their written work.

6. Repetition or drill is necessary to fix phonetic elements. Games are the best means of securing interest and attention, and lessens the tedium of formal drill. The essential points in a drill lesson should be observed throughout.

7. In pronouncing words, the child should observe the elements, as *c an* or *ca n*, but should pronounce the words at once without hesitation. In other words, the child should be taught to *think* the sound elements and to *say* the word. Pronouncing games, with second and third grade children, may include anticipated words, making an appeal to the child's delight in puzzles.

8. Diacritical marks should not be introduced until the fourth grade.

Suggested procedures in teaching phonics.

I. Ear Training.

- A. Listening and imitating sounds in nature, in industry. This should be begun in kindergarten and extended through the first grade.

1. Imitating sounds in games which call for their use in simple voice exercises for improving both the speaking and singing voice.
2. Listening to sounds spoken slowly emphasizing the initial consonant, the final consonant, the helper, touching the object, the picture, as h-and, h-ead, f-oot, f-ace, f-inger, etc.
3. Playing the game of incomplete words. The child touches an object or picture and says the initial consonant; as, touching cheek, he says ch— children completing the word, etc.

B. Use of rhyming words.

1. The teacher repeats a nursery rhyme and asks the children to listen for words that sound alike, as *Jill*, *hill*.
2. Game—I am thinking of a word that rhymes with cake. It is something used in a garden. Another rhyme word tells what we do to rugs on a sweeping day.
3. Answer my question with a word that rhymes with *day*. What do you do out of doors? What month comes after April?
4. Given a rhyme, find the words which rhyme, as,
A little bird went hop! hop! hop!
And I cried and said, "Stop! Stop! Stop!"

C. Initial sounds.

1. Listening to words spoken slowly, emphasizing the initial sound which children repeat, as, h-and, h-ead, h-ole, etc.; emphasizing the helper, as, *re*in read, re-late, re-member, etc.
2. Listening to words spoken slowly, emphasizing the final sounds, as, t, in co-t, do-t, fa-t, etc.; as er, fath-er, moth-er, hunt-er, etc.
3. Giving a sentence in which two or more words begin with the same sound, as,

"There was an owl lived in an oak,
 Wisky, wasky, weedle,
 And every word he ever spoke
 Was fiddle, faddle, feedle."

II. Eye and Voice Training.

- A. The teacher may use any of the above, placing words, sentences, and rhymes on the blackboard or chart, making both eye and ear appeals.
- B. To develop phonograms.
 1. The teacher may use a known sight word from which the phonogram may be developed, as, *sheep*, eep. I am thinking of another which rhymes with *it*, It is what a little bird says, etc. Children may also give riddles.
 2. The teacher may ask the children to give all the words they know belonging to a given phonic group, as *ed*. She writes on blackboard the list, accepting words the meaning of which they can understand.
 3. Games, such as Dumb Crambo, help to fix the form of words. One child leaves the room while the others decide upon the word and the actor who will present the word for the absent one to guess upon his return. The word may be *crow*. The actor imitates the cock's crow, or sketches on the blackboard. The entire class may give the word in pantomime, as *blow*, each child participating in representing a tree blown by the wind.
 4. Children may give *orally* words belonging to a word group, as *og*. The children are allowed to write them at the blackboard. They are asked to spell them rapidly around the class, as a kind of game, testing recognition of letters and their names. Occasional rhythmical spelling affords pleasure and tends to secure readiness of response.
 5. The incomplete statement may be used to test children's recognition of meanings and the use of selected

word groups, as hen, ten, Ben, when, pen, then, etc.

I gave my pet —— to brother ——.

He kept her in the —— house at night.

She laid —— white eggs.

By and by she had chicks.

6. The use of illustration tests the child's knowledge of the word meanings. This is especially valuable in connection with phonic word lists, as

club	rub
cub	hub
tub	scrub

7. Given a picture, the children are asked to give orally, and later, in writing, all of the words which the picture suggests, e.g., all of words which begin with b, as, boy, bank, bird, butterfly, etc.

- C. To develop initial sounds, final sounds, helpers. Children are asked to name all the objects they can beginning with a sound as s: sand, soap, sill, sun, seed, seal, etc.; as, ca: can, camp, candy, etc. The teacher writes and underlines the part common to all words in each list.

1. Children can make lists of words gleaned from the reading lesson according to various criteria given, and illustrate each word. Older children can arrange the words according to alphabetical order, as, sand, seed, sill, soap, sun, etc
 2. Children should learn to center attention upon known elements and to work directly from these, as, in *almost* always, *summer*, *tumbling*.
- D. Alliteration. The teacher should call attention to sounds by presenting alliterative phrases: big boy, bent brake, good girl, gray goose, pitter patter, pink piggy, little lamb, etc.; also, lambikin, drummikin, Rumpelstilkin, etc.

- E. Suffixes and prefixes may be used within reasonable limits in each grade: ing, er, est, ed, s, es, ful, ness, ly, to, at, in, un, im, re.
1. Children in second and third grades should be encouraged to modify words in a phonic list by adding er, est, ed, s or es, d or ed, using one at a time, observing that consonants are doubled in short voweled monosyllabic words, while as a general rule the final e is dropped in long voweled monosyllabic words.
 2. Word building from a given word should be encouraged to give better control of related word forms in both reading and spelling; as, rest, rests, rested, resting, restful, restless, rest-room, restaurant, unrest, etc.

III. Devices for Drill.

- A. Phonetic cards and charts containing initial and final consonants, phonograms, helpers, phonic lists, a few suffixes and prefixes, a few phonic rules (third grade) are invaluable aids. Exposing the new element in combination with other elements at frequent intervals and under various conditions—as, on the blackboard in the context from which it is taken—is also important in its retention. The word cards, charts, and blackboard are available for individual group and class drills as needed. A number of games can be devised by pupils and teacher for fixing the elements and developing the phonic ability needed in word mastery.
- B. Pictures illustrating phonic elements can be brought by the children and used in matching games.
- C. Phonic booklets containing phonic lists of words illustrated by the children are invaluable as a means of review.
- D. Underlining initial consonants, phonograms, and helpers as found in newspaper print.
- E. Making individual lists of difficult words found in reading and applying knowledge in learning to pronounce them

F. Small groups in pairs or in groups of five or six, under pupil leadership, should be formed among those who need practice in blending phonic elements and in applying this knowledge in learning to recognize and pronounce difficult words encountered in the reading.

A few elements well developed and fixed through repetition and application in both speaking and reading situations will yield better returns than much careless work which results in confusion. Children of the second and third grades are able to understand the purpose of phonic drills, and when encouraged to do so, will apply this newly acquired skill in increasing ability to read.

Chapter summary. In order to make the recognition of words and their pronunciation an automatic performance, they should be brought before the child in a variety of ways. The first task of the teacher is to secure a carefully selected list of words to present to each grade. Her next task is to present these words to the pupil making use of his experiences whenever possible. Words, groups of words, and phrases should be presented through the medium of word associations using objects, pictures, dramatization, the common activities of children, etc. Words may be classified according to various criteria: such as, objects, related words, words meaning the same, opposites, words that look alike, words that sound alike, words that contain a known word, etc. Much use should be made of reading as a means of increasing vocabulary. The chapter presented, also, a great deal of suggestive material, to be used by the teacher and pupils for the purpose of increasing vocabulary.

Phonetic training is valuable not only to develop a method of attacking new words, but also to sharpen auditory perception and develop speech co-ordination.

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CHAPTER VI

OVERCOMING MECHANICAL DIFFICULTIES IN READING

Chapter content. The development of a reading vocabulary was presented in Chapter V. The selection of words to be taught was discussed, and methods of teaching the recognition, pronunciation, and meanings of words were presented. The motivation of vocabulary building was illustrated by the use of games, puzzles, and other drill devices.

Learning to read involves, in addition to the development of the abilities to pronounce words and to recognize the meanings of words, a third reading skill—the ability to comprehend and interpret sentences and paragraphs with reasonable speed. The development of this fundamental reading skill is explained in detail in the present chapter.

I. INCREASING RATE AND IMPROVING COMPREHENSION

The work of the eye in reading. A child cannot get thought from his reading unless he has command over the mechanics of reading. In order that we may be able to help the child to gain a thorough mastery of the mechanical difficulties, it is necessary for us to know what the complex process of reading involves. One mechanical adjustment that is essential in both silent and oral reading is the movement of the eyes along the lines of print.

Recently, through scientific investigations, we have gained a more exact knowledge of the work of the eye in reading. This information is of great practical use to teachers of beginning reading in helping the child to form right habits

from the first. The selection of materials, methods, and devices and their proper use in the attainment of fundamental reading habits are based upon the knowledge of what really happens as the eye moves back and forth across the page. A teacher should use this knowledge to relieve eye-strain, to improve crude eye-movements of young children, and to secure right reading habits. Every teacher should be familiar with the following facts in regard to the work of the eye in reading:

1. The eye does not move along the lines of print in a steady, even manner, but rather by a series of quick, jerky movements.

2. Reading takes place during the fixation pauses which occur between the jerks or sweeps.

3. The number of fixation pauses is determined by the nature of the material, the purpose for which it is read, and the individual's familiarity with the vocabulary presented. By means of photographic studies it is possible to tell exactly where each pause is made, just how many pauses are made, and just how long each pause lasts. The accompanying plates show a diagram of the eye-movements of two readers; one a pupil in the first grade, and the other a college student.

A study of these two plates will help us to understand what is necessary to form correct motor habits.

1. It is evident that the first grade child makes a great many more fixations per line than the older pupil. This shows that his span of recognition is narrower, that he does not perceive so much in a single eye pause, and consequently, the child must learn to take in more words at a glance. By widening his recognition span, or the amount of material taken in during one sweep of the eye, the number of fixations per line is reduced.

PLATE I*

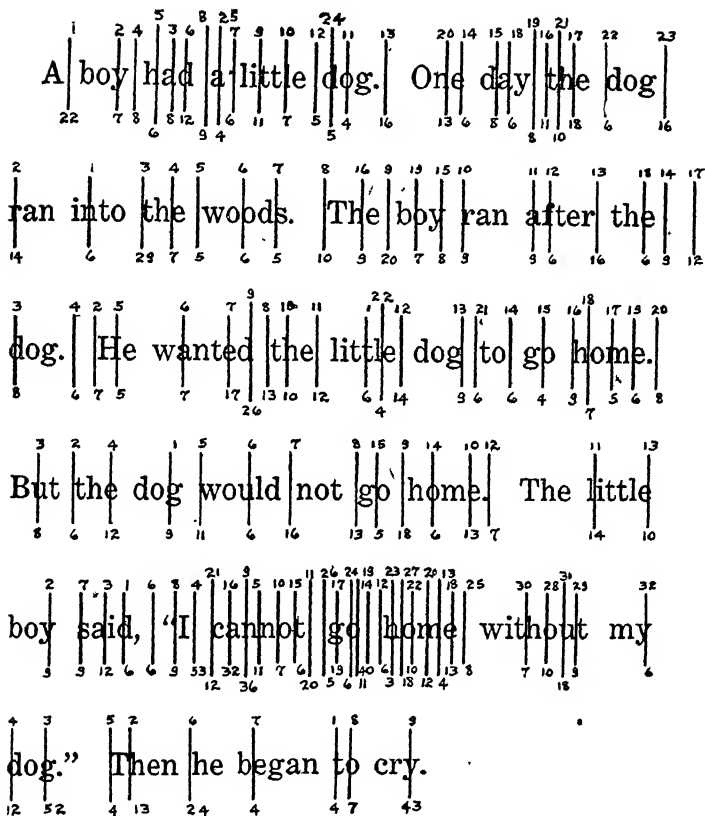


Plate I. Silent Reading by First Grade Pupil. Used by permission from *Investigations in Reading* by Guy T. Buswell, University of Chicago.

* In all plates showing records of eye-movements the positions of the eye-fixations are indicated by the short vertical lines drawn across the lines of print. The serial numbers above the verticals indicate the order of the pauses; the number at the lower end of each vertical indicates, in twenty-fifths of a second, the duration of the fixation. A cross appearing instead of a number at the lower end of a vertical indicates that the duration of the fixation could not be determined with precision. An oblique line indicates a pronounced head-movement, the exact location of the fixation being at some point between the ends of the oblique.

PLATE II

One night Peter went to bed early. It was

not dark. The bright moon shone in at the

window. Peter could see everything in the

room. All at once he heard a noise. Peter

opened his eyes. He saw that the room had

grown dark. Something was outside the

window.

2. Another point of difference appears in the duration of the eye pause or fixation point. The young child takes a much longer time, because the immature mind is unable to interpret so many unrelated impressions at once. The older pupil not only sees more in a single fixation, but he sees it more quickly. So the reduction of the number and duration of fixations is of great importance in reducing eye-strain and increasing rate of reading.

3. A third fact of importance is that there is a tendency to rhythmical reading of thought units as the eye sweeps across the page as evidenced in the reading of older pupils. While the older pupils' eyes proceed regularly across the line in a rhythmical series of about the same number of pauses per line and by a fairly uniform time distribution at each fixation point, the first grade child's eye-movements lack rhythm. He is not sure of all that he has seen, so he has to look back many times. His eye moves back and forth in irregular fashion.

These regressive movements, observed in the immature reader, are due to the return sweep of the eye, the need of an additional refixation to make the initial part of the line clear, lack of word knowledge, and the failure to get a clear conception of the meaning—all this resulting in movements of the eye back and forth over the part that causes the difficulty.

When the material is fairly uniform in difficulty, the eye tends to fall into a rhythmical habit of moving across the lines making approximately the same number of fixations per line.

From such data any wide-awake teacher of reading concludes the following: all methods or devices should tax the eye span to the limit; that is, each child should be trained to see as many words as possible at each fixation pause. All methods or devices should reduce the number of fixations per line, and lessen the time spent at each pause. All methods or devices should increase the tendency to read in rhythmical

sweeps by increasing the span of perception. Since one's rate of reading becomes a fixed motor habit, as difficult to change as any other habit, right habits should be established in the early stages of learning to read.

How this knowledge affects procedure.

1. Silent reading should precede oral.
 - a. Attention is directed to interpretation of the thought.
 - b. The number and duration of fixations is reduced, because visualization is not impeded by vocalization.
2. Beginning reading should utilize interesting content and proceed from a sentence or group of sentences to phrase, word, and phonic elements.
3. New and difficult words, taken in the sentences and phrases in which they occur, should be developed *before* silent reading is attempted. This will help,—
 - a. to avoid regressive movements.
 - b. to aid in the interpretation of thought.
 - c. to secure rhythmical eye-movements.
 - d. to reduce the number of fixations per line.
4. The use of introduction and motive questions stimulates interest, secures attention and mind-set which tends to pull the eye along, and aids in quickness of interpretation, thus reducing the number and duration of fixations.
5. Drill on words in context.
 - a. Aids in fixing the form of a word.
 - b. Secures the habit of taking in as much as possible at a single glance.
6. In the beginning reading, the form of the material aids in the formation of good eye-movement habits.
 - a. Short sentences of uniform length tend to establish rhythmical habits of eye-movements.
 - b. Phrases should not be broken at the end of the line, as this tends to cause regressive movements.

- c. Words presented in context increase perceptual span, hence phrases for drill are better than single words.
 - d. Words written in colored chalk tend to increase the number of eye sweeps or fixations.
 - e. Lines broken by pictures tend to disturb reading in rhythmical thought units.
 - f. Size of the type, space between the lines, and the illumination should be regulated by the maturity of the children.
7. Hygienic factors to be considered:
- a. The blackboard should be dark green and free from glare. The paper used should be thick, unglazed, and cream white.

Increasing reading rate. The school is responsible for the development of a reasonable degree of speed in reading, since training for speed is directly related to teaching the pupils how to study effectively. The ability to get thought quickly from the printed page is one of the essentials in developing the habit of economical study. Silent reading as a method of study is a means to this end and, since silent reading can well be begun in first grade, we may say that the foundations for training children to study are laid in the primary grades. Training little children to read smoothly, rapidly, and with considerable facility is no mean task. Speed in reading is conditioned by the following factors:

1. *Concentration of attention.* From the very beginning and continuing in the grades, well motivated interesting material and good teaching technique are required to develop habits of concentration. The habit of focusing attention on a central or focal point as the blackboard or chart, tends to increase speed.

2. *Increase of the perceptual span.* The structure of the eye limits the amount which can be perceived at one glance, but, even so, children are unable to take in all the words they

are really able to see. What is desired is the ability to secure meaning from the printed page in large thought units. The smallest possible unit of thought is the word, while the most common unit is the phrase. If children are permitted to read aloud before they have attached meaning to the words, singly or in groups, they read haltingly and their rate is correspondingly slow. Word-by-word readers find it necessary to piece together the words to find the meaning, and this slows down the process. Oral reading tends to make slow readers, because the attention is divided between visualization and vocalization. The eye and the voice work together; but too much attention to oral reading tends to reduce rate because the eye soon out-runs the voice. The width of the perceptual span can be greatly increased by reducing both the number and duration of the eye-pauses in each line. The following methods and devices have been found helpful in increasing the perceptual span:

- a. Interesting material which increases the children's desire to find out.
- b. Purpose or problem set up which the reading would help to solve.
- c. Eradication of difficulties which are common to the class—meeting individual difficulties when needed.
- d. Avoidance of too much oral reading.
- e. Phrase flashing.
- f. Short sentences and phrases for quick exposure drills using cards or blackboard with roller shade attachment.
- g. Pointing to the phrase rather than individual words, using the arm or pointer for long sweeps under the entire thought unit.

3. *Avoidance of vocalization and the elimination of the unnecessary vocal reactions aid in the automatic and rhythmic reading of thought units.* Experiments show that lip movements retard the rate of reading. By the end of the

second grade there should be few, if any, lip readers. As far as possible all auditory sounds should be avoided in silent reading. All head movements and other motor responses indicating tension induced by lack of control of the mechanics of reading should be inhibited as quickly as possible. The following means are suggested for the elimination of lip movements:

- a. Using silent reading as a method of study from the beginning, thus reducing the amount of oral reading until the children have learned to grasp increasing lengths of thought units, and thereby decreasing the tendency to lip movement.

The children may do what the sentence tells them to do. The children may tell the substance of a paragraph in their own words.

The children may tell what the paragraph is about and not give the content. They may name the paragraph or match the paragraph with a given name.

The children may illustrate, cut, model, or dramatize the thought contained in the sentence or group of sentences.

- b. Selecting interesting and easily understood reading material.
- c. Having thought and word difficulties eradicated before the reading is begun.
- d. Having the children become conscious of and check their own lip movements by placing their fingers on lips while reading.
- e. Directing the children to read as much as possible in a given time without moving their lips.
- f. Having the children feel the advantage of rapid reading and to understand that lip movement tends to make them slow readers.

4. *The greater the number of words which a child can recognize instantly the more rapid his reading rate.* Too many strange or new words in a selection tends to confuse the child and decrease his confidence in his reading ability. Increasing the number of difficulties increases the number and duration of eye fixations and, therefore, decreases the speed.

In order to increase the rate or speed every opportunity should be sought to increase the child's control of words.

- a. By reading familiar material as rapidly as possible and getting the meaning.
- b. By reading easy interesting narratives in sufficient quantities to give the child a feeling that he can read quickly and easily.
- c. By discussing the common difficulties of the group before silent reading of selection is attempted.
- d. By motivated drills on phrases emphasizing vocabulary meanings; by training the children to master words using every known device that will quickly solve their difficulty.

5. *Ability to grasp the meaning.* The rate of reading is dependent upon one's ability to grasp the meaning of what is read. Some knowledge of the subject matter contained in the selection is a help, so telling the story before the reading is begun prepares the mind for what is to come and increases rate. Creating atmosphere, setting a problem for solution, or discussion of some related interests are helpful factors and should be used constantly to encourage children to form the habit of reading rapidly.

6. *Right eye-movement habits increase rate.* The use of phrases and short sentences secures and increases perceptual span, or the ability to see more words at a glance. Training children to get "an eyeful, or to see out of the tail of the eye" can be secured as follows.

- a. By phrase flashing, increasing the length of the thought unit and decreasing the time of exposure.
- b. By having material placed on blackboard under roller shade, decreasing the length of time exposure as children become expert.
- c. By practice exercises, containing sets of phrases, ten sentences or phrases on a card—in the order of increasing difficulty. Children working in pairs may check each other, being permitted to take the next card when the preceding one has been mastered.
- d. By reducing the tendency toward confusion which causes regressive movements.
- e. By securing the grasp of thought units and, thereby, increasing the tendency to read in rhythmical units of equal length.

7. *Time pressure improves rate.* There is danger in speed drills when the aim is solely to increase speed, but at no time can speed or rate in reading be divorced from comprehension and certainly not in the primary grades where fundamental reading habits are in the process of formation. A happy balance between the desire to read as rapidly as possible and the desire to get the thought must be maintained.

Time pressure should be used judiciously, taking care not to overestimate the resources of a nervous child, but it has been found that a time limit does have the effect of increasing concentration of effort and improving both speed and comprehension. It is comparatively easy to check on the rate of speed with children of the first and second grades; at first, without the children being conscious of the record made by the teacher. Asking the children to read a specified amount and to stand by their seats when finished gives the teacher a chance to check and arrange them in groups according to rate.

Children in the second grade are able to count the number of lines read in a given time and to answer orally, or by means of a one-word completion test, or questions which test their comprehension of the content. At a given signal the children begin reading. At the end of three or five minutes, or a shorter period of two minutes, a signal to stop reading is given. The children are asked to place their finger on the last word read, or to make a faint mark indicating the place. The record can be made in terms of lines read, placing upon the board the number of lines, 3, 4, 5, 6, 7, 8, 9, 10 and above each the number of words. It is a simple matter to record the score made by each individual on the blackboard in horizontal or vertical arrangement and then find the median for the class. The children can understand whether they are at the top or bottom of the class; and their desire to emulate others will help them to strive for a change of position on the scale, if some device is used that catches their interest. Tiny flags with a number, indicating the number of lines and approximate number of words may be placed above the children's names. To them it is a flag race with competition in reading rate their goal. The pupil making the highest score may have a flag to place on his desk or, better still, those who have made the greatest improvement in a given time should be so rewarded.

8. *Reading rate increases with familiarity of subject matter.* Some knowledge of the subject matter being read is a help. Creating atmosphere, setting a problem for solution, or discussion of some related interests are helpful factors.

9. *A child may be given some means by which he may measure his improvement in rate.* A simple individual score card, if possible, or some knowledge of his rate compared with the class median secures his interest in self-improvement. The Pleasure Reading Score Card is suggestive. A graph sheet similar to the Curtis Arithmetic practice sheet may

be devised, but probably the most practical plan of all is the class record of results in an informal one-minute test, placed upon the board. This will show the rating of each member of the class and helps the pupil to know, in a sense, his place among his classmates. The simple graph helps both teacher and children to arrive at some conclusions in the matter. If one child can read only sixty words in a minute while another can read one hundred twenty, both need attention, but on a widely different plane.

10. *Extensive reading increases rate.* For this reason much reading of simple, interesting material should be provided. The opportunity to read widely increases word mastery and improves reading rate.

Improving comprehension. The improvement of reading rate is important, but comprehension of ideas should not be sacrificed to increase of speed any more than speed in arithmetic should be secured at the expense of accuracy. One is worthless without the other. W. S. Gray, of the University of Chicago, states the following:

1. If a child knows that he may be called upon to reproduce, his quality of reading improves.

2. Rapid readers usually, though not always, read more effectively than slow readers. Increased rate adds to comprehension, though skimming and slipshod rapidity in reading tends to injure reading.

3. Train in the ability to grasp quickly and accurately the thought of a sentence, the content of a paragraph, or the main point of a story. Ability to reason or to make judgments covering what is read are essential in effective silent reading.

4. Children will increase the power of comprehension if opportunity is provided to exercise reading abilities in any one of the following ways:

- a. To read as rapidly as possible and to interpret readily.

- b. To interpret and remember for the purpose of reproducing what is read.
 - c. To determine the relative importance of different facts.
 - d. To determine and organize the principal points and the supporting details in a topic, article, or book.
5. To increase one's information through quantitative reading.
6. To obtain definite information for the purpose of making specific reports, or of asking intelligent questions, or of guiding one's action.
7. To find facts or materials which will aid in the solution of a problem, or in answering questions.
8. To comprehend clearly and visualize described details.
9. To gain a clear comprehension of the essential conditions of a problem which is to be solved.

It has been found that reading for a specific purpose, recognized by the children as purposeful, stimulates comprehension as well as retention of content. Hence, the necessity for establishing genuine *motives* through problems or significant questions as a basis for a detailed *analysis of meanings*.

How comprehension may be improved. The first requisite is to know the status of the class by means of an informal one-minute test and a standard test. The children may be given a simple story to read from which the teacher may determine the reading rate. She may also determine their comprehension by means of a written test on the material read. In the second and third grades the test may be given in the form of "Yes-No," or a one-word test. The children should then be divided into groups according to ability.

The second requisite is making use of modern devices and lessons to provide the type of daily drill exercises emphasizing speed and comprehension needed by each group. These daily drill or practice exercises, together with reading for enjoyment, should be continued throughout the primary

grades. At the end of an interval of a month or six weeks, another test should be given to determine the individual and group gain in both speed and comprehension. A record or graph of the results of each test should be made and kept in some form which children can understand. A child can understand that a gain in rate has been made when he finds that he can read faster than he did a month ago; when he compares the number of words he is able to read with the average or median of the class, he can judge his rank or place in the group. He begins to have some appreciation of his growth in skill, and by comparing his comprehension score with a later one he has an external evidence of the fact. What is desired is an interest in improvement of the individual score and a greater effort on the part of the child to attain an accepted standard for the grade.

What are some of the exercises which children of the primary grades may profitably undertake? The following guides may be of use in determining such pupil activities:

Comprehension is improved through class technique.

1. By creating a favorable reading attitude through interesting content and a worth-while problem for solution.
2. By asking questions which test comprehension of facts by recall, by organization of ideas, by expressing judgments.
3. By reading a selection a second time after having gained some familiarity with the content.
4. By discussion.
5. By assignment for group study.

Comprehension is improved through practice exercises in silent reading. Practice exercises under timed conditions and definite attempts to improve scores both in the recitation period and under the direction of the teacher and in the between-recitation period are essential.

1. Suggestive exercises are provided in some of the silent reading texts, and some publishing companies issue sets of Silent Reading practice cards.
2. Practice exercises based on paragraphs of increasing difficulty.

A teacher may select and arrange a series of paragraphs from old discarded readers or from some other source, if she is able to find material that is equivalent to the graded selections in the reader in use. A wide range of material should be selected touching the many-sided interests of the children. These paragraphs should be arranged in sets of ten each, a single card containing a single paragraph. Where five sets of fifty cards are made, there should be an appreciable gain in difficulty in the fifth set, in order to provide for the variability found in the class. Underneath each paragraph there should be given three or more questions or directions which test comprehension. In choosing a paragraph for practice the teacher should assist the pupil in making a wise selection suited to his ability. Having made the choice, the pupil should retain the card for practice until he can acceptably fulfill the conditions imposed. It may be necessary to read the paragraph just once; it may require several readings before the child can control the situation.

A record of the number of cards read by each pupil should be kept, together with the required number of readings necessary to secure a perfect score. This type of reading for practice is especially valuable for between-recitation work.

These practice cards may be used for five-minute daily drills under the direction of the teacher. A paragraph is placed upon the blackboard with questions underneath. At a given signal, when all children are ready with paper and pencil and know just what is going to happen, the roller shade is lifted and the reading matter exposed to view. Children read silently maintaining a correct silent reading

attitude. At the end of a specified time the curtain hides from view the paragraph leaving only the questions or directions to which the children are to make some response in illustration or in writing. If the response is to be in writing, definite directions for the written form should be given, such as, answer by a single word, a phrase, a complete sentence, "Yes-No," true-false, and rarely, the independent sentence. Children of this age need considerable assistance in spelling and in technical language. At the end of five minutes or less, the teacher, or a pupil, gives the correct answer to each question and the children check their own results.

A record of the results of the test can be made on the blackboard by the teacher: viz., the number of children answering the first question correctly, the second question, the third question, or the number of children answering three, two, one. If any fail, the same paragraph is presented again.

Comprehension is improved through independent reading. By far the most important type of device for the improvement of the ability in comprehension is independent reading. Such reading is undertaken through motives which are the least artificial. The child reads for the same reason that he reads at home—for the sake of satisfying the cravings of his own immediate and personal interests. There is the largest possible measure of spontaneous attention on the part of the reader. His comprehension of what is read without the intrusion of any outside or artificial requirement is an index of his reading ability.

The following suggestions are given:

1. Children should read selections which are easy and familiar with some purpose in mind, such as, preparing for presentation to another class.
2. Children should read similar stories in slightly different versions discussing the differences with classmates and teacher.

3. Children should engage in oral reading with a desire to make meaning clear through oral expression.
4. Children should read for pure enjoyment. The story unfolds, the picture appears, the characters become real, their problems are solved. The child is an observer at the play and is carried away in fancy. In his imagination he is present in person at every scene. He knows just which character he is and he thinks the hero's thoughts with him. He actually experiences every action portrayed. The test of his comprehension of meanings is expressed in reactions, feeling, and attitudes. He also obtains information, sometimes important ideas, perhaps ideals of conduct, and, often, points of view such as he may never have had before. The children approach such reading exercises, not to answer questions or to solve problems, but because of their instinctive interest in entertaining stories.

II. MATERIALS FOR INCREASING RATE AND IMPROVING COMPREHENSION

1. **Pictures as answers.** The teacher should prepare a series of cards on which are printed or written sentences which the children can easily illustrate. The story which the children are reading furnishes the material: e.g.,

a. Jack and the Beanstalk

Jack	in the garden	giant	giant's house	.
Jack's mother	the cow	oven	hid behind the door	
Beanstalk	some beans	table	sat at the table	

b. Robin Redbreast

Draw a tree	Draw a pussy cat
Draw a robin in the tree	

c. Draw and color the picture which the lines call to mind:

Robin dear,	Humpty Dumpty sat on a wall
On a tree,	Humpty Dumpty had a great fall;
Saw ripe cherries'	All the king's horses,
One, two, three.	All the king's men,
	Couldn't put Humpty Dumpty
	together again.

- d. Read the story. Tell it with pictures.

Three little boys went out to play ball. Frank threw the ball. John tried to bat it. Fred was the catcher. When John hit the ball it was hard to find it in the tall grass. The boys found it three times, but the last time they could not find it. At last Fred's dog ran to the boys with the ball in his mouth.

- e. Illustrating stories. After a story has been told in class, printed or written directions may be placed on a slip of paper or on the blackboard. Each child may illustrate as he wishes, with crayon, scissors, clay, or on the blackboard. One assignment taken from "The Three Pigs" follows:

Make a mud house.
Make a wolf at the door.
Make the pig in the window.
Draw the three pigs.
Make one white.
Make one black.
Make one brown.

- f. The use of pictures. Interesting colored pictures mounted on four and one-half inch by nine inch cardboard may be used. Beneath the picture, type-written questions are pasted.

PICTURE OF LITTLE BOY BLUE

Who is ~~this~~ little boy?
What is he doing?

Where is he sleeping?
What has he in his hand?
Where are the sheep?
Where are the cows?
Tell about Little Boy Blue.

PICTURE OF RED RIDING HOOD AND THE WOLF

What do you see in the picture?
What color is the little girl's hood?
What color is her coat?
What is her name?
Where is she going?
What is she taking to her grandmother?
What is the old wolf saying to her?
Is he a good wolf?

PICTURE OF JACK AND JILL

Where are the children going?
What are they going to get?
What are their names?
What has Jack in his hand?
Tell about Jack and Jill.

g. Read silently, then orally, and illustrate the story.

THE INDIAN BOY

Hiawatha was a little boy.
He was an Indian boy.
He lived with his grandmother.
They lived in a tent.
The tent was in the woods.
Hiawatha loved his home.

I am Hiawatha.
See my new suit.
Grandmother made it.
It is made of skin.
I will wear it a long time.
I like my new suit.

I have many friends.
They are the birds and animals.
I play with them all day.
I like the little squirrel.
I like bunny too.
They like to play with me.

2. **Direction exercises.** Directions to be followed, to be obeyed, for work, for games, for pantomimes, for making simple objects are excellent materials in forming correct habits of purposeful reading, such as, concentration of attention, increase of perceptual span, ability to grasp the meaning, right habits of eye-movements, and control over words.

Their use arises out of a natural situation to which the child responds. He realizes that the symbols are real carriers of meaning, for he has learned to connect meanings with what he has already experienced. Now he is eager to know what meanings lie hidden in these mysterious forms. He feels a need for knowing what these meanings are. Instead of oral directions, the teacher makes use of the numberless natural situations for the use of the reading symbols by giving directions in written or printed form. The vocabulary should reinforce and anticipate the vocabulary of the basal text.

In the presentation, care should be taken to proceed just fast enough to keep pace with the children's ability to grasp or retain the sentences given. Make a beginning with a single sentence, as, "*Come to me.*" Let the chalk say what has been given orally. As soon as this is recognized and individual and group responses made, give a contrasting command, "*Go to your seats.*" The likenesses and differences in sentences, phrases, and words soon make an impression on the more receptive minds, while those who are slower and less observant need to make repeated responses to fix the form of the symbols presented. Reading and doing, doing and reading are forms of drill necessary to secure results.

Other sentences are added as rapidly as possible in the same painstaking way, it being kept constantly in mind that interest and attention are heightened by appeals to curiosity, to emulation, and to a desire to do things. Old and new experiences and old and new words are combined as expressions of this experience. Interest is stimulated by the use of questions, such as, "Shall we play a game?" "What does it ask Mary to do?" Make the work personal by saying, "Get the red ball, Joe." "Get the basket, May." "Bring it to me."

The children engage in an activity, such as a game, all participating in the pantomime; e.g., Throw the ball.

One child tells another what to do: "Rock the baby."

The teacher writes what the child says: "Rock the baby, Nell."

The teacher asks another child to do what the chalk says.

The teacher tells all children to do what the chalk says.

The children repeat the sentence and the carrying of it into action many times.

At least one other action sentence is added during the period.

Three action sentences are placed on the board, each pupil being allowed to select the one he desires to act.

One child selects a sentence and another child performs the act.

In the between-recitation period children may interpret the action sentences by illustrating the significant word in the sentence, or the act itself, such as, "Find the basket." The child makes a basket by folding, cutting, or drawing. "Rock the baby" can be illustrated by a picture of a little girl rocking the baby, etc.

- a. Directions may be used to direct individual and group activities. Instead of giving directions orally,

the teacher writes them upon the blackboard or uses cards specially prepared for the purpose, such as:

Come to me.	Tiptoe to your seats.
Come to the circle.	Open your books.
Come to the chairs.	Close your books.
Come to the table.	Put your books away.

- b. Directions may be used in connection with some lesson or topic under discussion.

Hop like rabbits.
Eat grass, little rabbits.
Run away, little rabbits.

- c. Reading and doing.

Find the basket.	Find <i>red</i> .
Hold the basket.	Find <i>blue</i> .
Give me the basket.	Find <i>yellow</i> .

- d. The ability to grasp and hold more than one thought in mind is increased by asking children to perform more than one act. Typewritten cards containing two or more actions are used. The child studies the card, then hands it to the teacher and performs all that is required without further looking at it.

Illustrations:

Write on the board.
Walk around the room.

Rap on the door.
Stand by the window.
Point to the flag.

Sing, "Good Morning to You."
Point to the north.

Hop to the door.
Look at a book.

- e. Directions for playing a game—pantomime.

Shall we play the Brownie Game today?

Stand up, if you want to play the game.

Put on your red cap.

Put on your brown suit.

Put a little bell in your cap.

Hide in the flowers.

Ring your little bell.

Dance, little brownies.

Skip about the room on tiptoe.

- f. Directions for dramatizing Mother Goose rhymes.

Place under a roller shade the following sentences and, when the children come to the class, expose one sentence at a time, or the entire selection. Have one or more pupils perform the directions given.

Play that you are Jack Horner, John.

Sit in the corner near my desk.

Let your book be your pie.

Put in your right thumb.

Hold up your thumb.

Show us the plum.

Say what Little Jack Horner said as he pulled out the plum.

Children can make the figures for the different nursery rhymes, as Little Boy Blue, Old Mother Hubbard, Mary and her Lamb, etc., and use them as little puppets in responding to the directions given.

Here is Little Boy Blue. (Show a puppet made of tag board.)

Blow your horn, Little Boy Blue. (Horn made of silver paper.)

Show us the cows in the meadow. (Show cows made of tag board.)

Stand the haystack in the meadow.

Place a cow at one side.

Place Little Boy Blue behind the haycock.

Call him, for the cows are in the corn.

g. Directions to be followed.

Go to the cupboard.

Get some paper and a paint box.

Make a picture of a kitty.

h. Directions for work at seats.

Draw a house.

Color it red.

Draw a tree near the house.

Color it green.

Draw a swing in the tree.

Draw a little girl or boy

in the swing.

Make a ball.

Make a red ball.

Make a blue ball.

Make a ball.

Color it red.

Make a ball.

Color it yellow.

i. Constructive Activities.

Constructive work in paper cutting, folding, drawing and coloring may be successfully related to silent reading, as soon as the children pass from the earlier stages in which they learn to use their tools. At first directions for work are given orally and usually the teacher illustrates as she tells them what to do. As soon as possible, the oral dictation should be supplemented by simple written statements. Written directions should be simple, direct, yet giving an opportunity for each child to add something more of his own choice. The following type is suggestive :

THE BALLOON MAN

Cut three circles.

Color one blue.

Color one yellow.

Color one red.

Call them balloons.

Mount the balloons on your paper.

Draw a string from each balloon.

Have some one hold the balloons the way you want them.

- j. Moving pictures and slides. Slides can be prepared by the teacher as has already been indicated in Chapter V. By using the blackboard with the stereopticon the following advantages are secured:
1. Keen attention is secured by the use of the blackboard in a new and interesting way.
 2. Intense interest is aroused by the inclusion of familiar words, children's names, teacher's writing, and illustrations.
 3. A set of slides provides the unity of a complete story and includes the directions which control the responses of pupils to the reading material.
 4. Silent reading atmosphere of close comprehension and quiet, silent responses are maintained throughout. Not a word is spoken—direct sentences being used throughout the entire period.
 5. Sentences on the slide may be supplemented by writing at the side of the picture upon the blackboard.
 6. Exact time pressure is afforded by switching the light on and off. Completion sentences, direction sentences, true and false statements, and stories supplementing the reading lesson may be used for giving additional practice in the vocabulary of the grade.

The following exercises are suggested:

Show the picture "The Three Kittens."

We are three ————— mittens.

We lost our ————— some pie.

We will have ————— kittens.

Direction: complete the sentence by pointing to the right word or phrase.

Show the picture, "Two Little Girls Jumping Rope."

The story: Dorothy and Helen are jumping the rope. Jack is with them. Jack is Dorothy's dog. He is running toward her.

Direction: Put a circle around the owner of the dog.

Showing the picture "A Kitten Playing With a Ball of Yarn."

The story: Kitty is playing with a ball of yarn.
It fell out of grandma's lap.
You can see kitty and the ball of yarn.
You cannot see grandma.

Direction: Put two lines under the thing with which kitty is playing.

7. Other slides may be used in the following ways:
 - a. Sets of slides of the children's own compositions and illustrations.
 - b. Poems with illustrations made by the children.
 - c. Original verses made by the children.
 - d. Song studies.
 - e. Number games and drills.
 - f. Directions for movies or pantomimes.
8. Directions for making a moving picture give opportunity for groups of children to work on different parts from which selections may be made by the class. A cardboard box of reasonable size and depth may be used for the frame. The children may prepare the background and the figures, part of which may be movable by the use of colored strips of paper in making the back-

ground. By means of the moving picture in a frame, the children can move the figures as they wish better to interpret the story told or read.

RED RIDING HOOD

Group I

Make a blue sky.
Show some white clouds.
Make the ground.
Use two strips.
Make one strip green and brown.
Make the other strip green.
Show some flowers in the grass.

Group II

Make some trees.
Make some of them large.
Make some of them small.
Color each tree green.
Color the trunk of the tree brown.
Make some small bushes.
Color them green.

Group III

Make little Red Riding Hood.
Do not make her too large.
Make her cape. Color it red.
Cut a basket. Color it red and blue.
Put the basket on Red Riding Hood's arm.

Group IV

Make the wolf.
Do not make the wolf too large.
Color the wolf gray.
Make grandmother's house.
Make it rather small.
Place the house behind the hill.

The best work of the children should be used to present the first scene in the story. The teacher in first grade will need to assemble the background, the trees and bushes, and the little house showing in the distance. By means of strips or drops Red Riding Hood with her little basket may appear from behind a big tree, and in the foreground the old gray wolf comes forth to meet her. Across the front of the box the flowers add a touch of color to the scene. In the same way the second scene can be worked out by the children in response to directions given.

k. Home activities furnish an endless amount of illustrative work.

THE TELEPHONE

Draw a small stand.
Put a telephone on it.
Draw a little girl near the stand.
Can she use the telephone?

Industrial activities.

Frank's father is a carpenter.
He has a saw and a plane.
He is working at a bench.
Draw the bench, the saw, and the plane.
Make Frank's father at the bench.

Take a square piece of white paper.
Fold the opposite corners together.
Crease it well.
Is it dolly's shawl?
Make a fringe or put on a color.

Other work arising in connection with the various projects may often be used as the basis for silent reading exercises and effective comprehension, testing the child's ability to read and interpret intelligently through concrete means.

Take your brown paper. Cut a three inch circle.
Make two semi-circles.
Use each semi-circle to make a wigwam.
Draw an Indian picture on the wigwam.
Make a picture of the sun, or the moon, or a bear.
Make the wigwam stand on your desk.

Here is a little Indian boy.
Make a bow and arrow for him.
Make a red feather for him.

3. Arranging sentences to make a story. Give children an envelope containing sentences which apply to the different days of the week. They can arrange a series of sentences which correctly interpret the day, as

TODAY

Today is Thursday.
It is warm today.
It is not cold.
I will play in the yard.

TODAY

This is Monday.	Mother is ironing.
This is Tuesday.	Mother is sewing.
This is Wednesday.	Mother is cleaning.
This is Thursday.	Mother is baking.
This is Friday.	Mother is visiting.
This is Saturday.	The sun shines.
This is Sunday.	The sun is not shining.
It is not cold.	It is cloudy.
It is cold.	The snow is falling.
It is rainy.	I will play in the yard.
It is pleasant.	I will play in the snow.
I am at school.	I will play in the house.
I am not at home.	I like pleasant days.
I am not at church.	I like the snow and the cold.
Mother is washing.	I like the bright sunshine.

4. **Answers to questions.** By having very simple questions and answers, making use of the single word, the phrase, or by completing the sentence, little children of the first grade are able to do a limited amount of this type of work. Both the questions and answers should be printed on narrow strips, or, when the questions are arranged on a card, space should be left for the answer to be inserted. If the questions are placed on the blackboard or chart, envelopes containing the answers on narrow strips should be provided. The children arrange the answers on the desk in the order given. A capable child or the teacher should check the work and give assistance wherever needed.

LITTLE BLACK SAMBO

Questions

Answers to questions

Who was Little Black Sambo?	Boy, little black boy, or
What color was his coat?	Little Black Sambo was a
What was the color of his trousers?	— — — red, red, coat, His coat was —.
What did he wear on his feet?	
What did he carry in his hand?	

Answers to questions may be supplemented by drawing, cutting, folding, or modeling. Children should be encouraged to do this quite independently, but in order to increase the opportunity for reading and interpretation, directions should often accompany the questions, as,

Cut out Little Black Sambo.

Cut out the red coat.

Cut out the blue trousers.

Cut out the pink slippers with purple linings.

Dress Little Black Sambo.

Questions to be answered by Yes or No make good seat work. Children may read the sentences silently, Can a cat mew? Can a dog sing? etc., answering orally, Yes, a cat can mew. No, a dog cannot sing. As seat work, printed slips with Yes and No on them are given to each child. Cards with the questions on them are passed to the children and they place the correct slip at the end of each sentence, as follows:

Can a cat mew? Yes.	Boys have long hair. Yes. No.
Can a dog sing? No.	I go to school at night. Yes. No.

A question such as, What does the cat say? may be answered by dramatizing, and sentences, such as, "Who barks?" "Who mews?" may be answered by illustrating or by answering, "A dog barks, A cat mews."

5. True-false statements. True-false statements are valuable aids in testing comprehension. Examples of such statements follow:

Draw a line under the part that is true.

A bird can

a. read

b. sing

c. fly

The nest is in the

a. tree

b. house

c. ball

6. Completion sentences.

I am a little ——. I am a little — (boy, play, girl.)

I — with my doll. I — with my ball.

Let the children choose the word that fits the sentence.

Any of the previous exercises may be used to test comprehension of meanings, keeping the exercise within the ability of the children to execute independently.

7. Riddles.

I am little.

I am round.

I am red.

Boys play with me.

What am I?

These may be answered by illustration. Many interesting riddles may be made to center around projects:

I am large.

I am white.

A little boy lives in me.

What am I?

8. The use of questions. Exercises similar to the following furnish the opportunity to summarize, through the medium of questions, essential facts developed in the discussion of pertinent topics.

The following types of work, used to advantage in the public schools of Cedar Rapids, Iowa, are suggested:

- a. Where do you live?
To what school do you go?
What is your teacher's name?
What is your name?
How old are you?
What is your address?

What day of the week is this?
What month is this?
What kind of a day is this?

Which way is the wind blowing today?
Is it a warm day?
Is the sun shining?
- b. We were to have a circus, and everyone was full of interest; but upon questioning the children I found that many of them did not know much about animals, so a study of animals was begun. We talked of the animals we would see in the parade or at the circus. Pictures of these animals were mounted and placed for the children to see. Each day an animal was studied and the points that would interest the children were told, including the food, habits, home, and whether useful to man. The following day these were discussed informally by the children. After studying the animals in this way the following lesson was given in the First "B" class. The questions were written on the board, read silently by the children, and then answered.

What is the tallest animal in the world?
What is the color of his skin?
What animal is called the "King of the Beasts"?
Why do you think he is called that?
What is a baby lion called?
What is one of the largest animals you know?

(In preparing for this lesson flash cards were used. Such words as sly, frisky, fierce, clumsy, useful, interesting, strong, tall, and timid were placed on them. One card containing "What animal is ——" was printed, and flash card placed at the end so as to make a complete sentence.)

The following are the questions which the children were expected to answer. The questions were read silently.

What animal is shy?	What animal is clumsy?
What animal is fierce?	What animal is useful?
What animal is funny?	What animal is interesting?
What animal is frisky?	What animal is strong?

- | | |
|----------------------------|------------------------|
| c. I am a gingerbread boy. | Who are you? |
| Carl's mother made me. | Who made you? |
| Would you like to eat me? | What are you good for? |
| You cannot do so. | Why can I not eat you? |
| I shall run away from you. | What will you do? |
| I shall run very fast. | |

Mother sent me to the store.	If mother sent you to the store put an X under the word <i>store</i> .
She wanted some bread.	If she wanted some butter draw a line under <i>wanted</i> .
I ran very fast.	If your mother gave you a penny put a line around <i>candy</i> .
Mother gave me a penny.	
I bought some candy.	
How good it was!	

Standards in rate and comprehension of reading. A number of investigators have reported standards in the rate of silent reading for the different grades, in terms of the number of words read. They represent the median rate of a very large number of pupils of each grade.

Table I. Table of standard in rate in silent reading.
Words per minute.

Grade	2	3	4	5	6	7	8
Starch.	108	126	144	168	192	210	240
Gray...	90	138	180	204	216	228	240
Curtis....	84	113	145	168	191		

Comprehension in Silent Reading: fifty percent of the ideas in a 400 word passage.

Chapter summary. The work of the eye is an important index in reading. It governs rate and indicates lack of comprehension and meager word recognition. Procedure in the teaching of reading is materially affected by this knowledge of eye-movements both as to method and materials. The teacher of the primary grades should plan definitely to increase the pupil's rate of reading and to improve his comprehension. Rate is increased by increasing the perceptual span, eliminating vocalization, increasing word vocabulary—both visual and meaning, reading under time pressure, etc. Comprehension is improved by a better class technique, through practice exercises in silent reading, and through independent reading.

Materials and exercises for the improvement of rate and comprehension include:

1. The use of pictures as symbols for words, phrases, and stories.
2. Direction exercises.
3. Arranging sentences to make a story.
4. Answers to questions.
5. True-false statements.
6. Completion sentences.
7. The use of questions.

Finally, teachers and pupils should have before them desirable standards, both in rate and comprehension.

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CHAPTER VII

READING PROCEDURES IN THE FIRST GRADE

The chapter content. Chapter V presented a discussion of the development of the reading vocabulary. It was pointed out that the mastery of the mechanics of reading is dependent upon the development of the ability,—

1. to recognize and pronounce words,
2. to grasp the meanings of words, phrases, and sentences.

In Chapter VI the point was emphasized that in addition to the development of the abilities above mentioned, learning to read involved a third fundamental reading habit—that of comprehending and interpreting sentences and paragraphs with a reasonable degree of speed.

The teacher of reading while willing to accept as her major primary reading problem the development of these fundamental reading habits is often at loss as to the proper procedure in carrying out the first grade activities. The present chapter suggests supplementary reading activities, gives in detail the methods by which they may be made effective, and discusses the general technique of teaching reading in the first grade.

Reading activities in the first grade. In order to bring before the reader the pupil activities discussed in Chapter VI, the following summary is presented. In this summary are included, also, the supplementary reading activities discussed in the present chapter.

1. Listening to stories and poems told and read.
2. Telling stories in response to questions, in part or whole.
3. Memorizing a poem which later may be read from the blackboard or book.

4. Following directions accurately.
5. Reading the entire thought silently before reading it orally.
6. Illustrating thought gained through reading by cutting and drawing.
7. Interpreting thought gained from reading through dramatization, using pantomime, "movies," and speaking parts.
8. Interpreting poems through rhythmic movements.
9. Memorizing parts of poem read.
10. Asking questions about pictures related to reading.
11. Reading questions silently, answering orally or in pantomime.
12. Collecting pictures to illustrate stories and poems read.
13. Engaging in individual and group activities which emphasize the expression of thought gained through reading:
 - a. Asking and answering questions.
 - b. Telling stories in part or in whole.
 - c. Matching games.
 - d. Developing projects.
 - e. Using illustrative material.
14. Reading in small groups under pupil leadership:
 - a. Reading Circles.
 - b. Reading Parties.
15. Making a newspaper or bulletin containing best work of children.
16. Making booklets: records of interesting experiences; alphabet booklet; "My Own Word" booklet; phonic lists, etc.
17. Reciting rhymes and jingles, phonic lists, and phrases to improve habits of pronunciation.
18. Preparing for special occasions, as a Reading Party,

pantomime, puppet show, living pictures, readers' exchange, etc.

19. Reading books from library table when other work is completed or during the library hour, and occasionally talking about what has been read.

Selection of material. The material selected should be closely related to the experiences and interests of children—seasonable and varied in kind; the vocabulary must be well graded as to difficulty, related to the speaking vocabulary, and used in many situations.

1. *Children's experiences.* The everyday experiences of children at home, at school, and in the community which present some aspect of present social and industrial life, of recreational activities, of special days, furnish worth-while topics of conversation.

As children participate in the *discussion* and *doing*, some valid reason for a record of experience or such portion of it, as seems wise, is given. It may be a record of an act observed; it may be a direction given by the teacher; it may be a record of some experience to share with each other. This type of factual or informational material combines reading with the child's beloved activities. Reading through doing, playing games, following directions, making things, ties up his reading with motor responses and he soon forms the habit of *reading to find out* what he can do about it, what the story tells. Reading has a meaning to him since it affects behavior.

2. *Children's literature.* Nursery rhymes, cumulative tales, folklore, and fairy stories make a strong appeal through the story element of rhyme, repetition, and simple situations within the grasp of little children. Most of the books furnish much of this material in delightful, fascinating form.

Both types, the factual and the fanciful, are desirable and react favorably upon each other in cultivating a desire to read and in initiating good reading habits.

Suggestions for the use of silent reading material. It is important that correct habits and skills be formed from the very first. If silent reading is the important type of reading in everyday life, then training in silent reading is a desirable habit to begin in first grade.

By means of directions, written or printed on blackboard or manila paper, the child realizes that symbols carry meanings. In order to connect the spoken word with the visual symbol, it is necessary to make use of the written and printed symbol in the countless natural situations which arise in connection with school experience. Matching games, puzzles, "find" games, following the leader, games of following directions, completing sentences, playing "true or false," "yes or no" games, answering questions, building words, making word lists, making booklets, illustrating by the use of cutting, drawing, modeling, constructing, can be used in endless variety.

The first reading lessons are usually presented on the blackboard or chart. A central or focal point emphasizes concentration and aids in increasing the span of attention. Children are interested in what is going to happen; they are relieved of the care of a book; they are on the alert to find out what the chalk says. Attention should be given to the form in which the material appears, for it has an important bearing on habit formation. The following points should be carefully observed:

1. A central theme.
2. Sentences short and of fairly uniform length.
3. A good beginning and good ending sentence.
4. Correct sequence of sentences.
5. Frequent repetition of phrases.
6. Phrases not divided.
7. Writing large, legible, and bold.
8. Correct spelling, capitalization, and punctuation.

An easel about thirty inches high to which manila sheets eighteen inches by twenty-four inches may be attached makes it possible to bring the printed material within the reading range of the children of the group whether in seats or in the reading circle. A series of stories kept in this form permit the children to review them at their leisure.

Steps in presentation. While each type of material and the purpose for which it is used calls for some variation in its presentation, yet the general steps are fundamentally the same. They are as follows:

1. Building backgrounds to insure appreciation.
 - a. Selection by means of conversation, pictures, discussions, activities of children related to some problem.
2. Overcoming difficulties or removing obstacles.
 - a. Phrase and word study given at a separate period.
 - b. Discussion of points of unusual difficulty.
3. Providing motive for reading: in silent reading—to find out; in oral reading—to entertain. Stimulating children to read by use of,—
 - a. Picture, puzzle, or problem.
 - b. Questions.
 - c. Individual responses.
4. Discussing difficulties encountered.
 - a. Vocabulary.
 - b. Thought getting.
5. Immediate testing of reading ability.
 - a. Re-reading: opportunities provided in numerous ways, such as,
Material presented on charts, or cards, or on a different place on the blackboard.
Answers to questions.
“Find” games.
Responses through activity.

- b. Reading same material with slight variations in arrangement of structure of sentences.
- 6. Assigning work which provides further testing and drill.
 - a. Between-recitation activities; work done independently.
 - b. Later period of review with teacher.
 - 1. Reading same or similar material from chart or booklet.
 - 2. Reading from practice cards.
 - 3. Reading from book.

Just as soon as children have attained some skill in reading, one period a day should be devoted to increasing speed and ease by much reading of familiar material. This is provided for in the language reading units which precede the book reading.

Language reading units. The language reading unit, as the name implies, grows out of the discussion of some experience which the teacher and children consider worthy of record. Interesting topics of conversation are furnished by some excursion which the children have taken or by toys, pets, games, and other activities of the home and school which prove of special interest to the group. A series of stories may be developed in relating some particular event or happening, or in connection with a special problem or project. "Our Egg Shell Garden," "The Story of Milk," "Days at the Farm" suggest an interesting series of reading lessons which the children and teacher could work out together.

The content of the language reading unit is familiar through the discussion in which all participate. Children contribute their share under the teacher's stimulating questions, which aid in logical thinking. Sequence of ideas, good sentence structure, and choice of adequate words are ob-

served as the teacher records the sentences upon the blackboard. Each child reads each sentence as it appears. A few children may read the entire unit aloud to assist the group in forming judgment upon the thought presented. Some valid reason for re-reading the whole should be given, such as, to find the sentence liked best, to find the sentence which gives the main point of the story, to find, if possible, a better way to express any part of it.

Difficulties, chiefly vocabulary, are eradicated through discussion of words and phrases which need attention and through the use of questions on the content to secure rapid word recognition with attached meanings. Most of the new words introduced are chosen from the reading vocabulary of the basal texts. This repetition increases facility and ease in book reading. Indeed, the language reading units and the book reading material should closely correlate in extending reading experience.

Frequently the series of stories developed in this fashion should be preserved in the form of booklets or on manila charts. A Lilliput Library can be developed in time through co-operative efforts of teacher and children which will not only furnish a motive for the use of illustrative materials in interpretation, but will provide the opportunity for children to read and re-read stories they have made and to recall pleasant experiences they have had. This homemade library is particularly inspiring, interesting, and useful in the second and third grades and gives added impetus to the production of interesting language reading units. Any project which the class as a whole undertakes will provide excellent material. The form in which it will be cast is determined largely by the nature of the material and the purpose it is to serve.

Since the narrative form makes a strong appeal to young children, it should be frequently used. A careful study of the

form used in the books most attractive to children will help the teacher to improve the character of the blackboard work. She needs to practice writing the short narrative with variation in the introductory and closing sentences, in the use of conversation or dialogue, whenever possible, to break the monotony which is apt to accompany the necessary repetition of vocabulary.

Variety in form is necessary. Simple description is not so dry and formal when presented in the dress of personification, the riddle, or the letter. The monologue or story told in first person, the dialogue or conversation between two persons, the verse form, the simple letter or note of invitation, and the bulletin or advertisement are golden opportunities to the ingenious teacher in connection with the projects as they are developed.

After the stories have been developed as reading lessons and have been read both silently and orally by the children in class, they may furnish the opportunity for exercise of further initiative and the choice of material for illustration, such as, clay, paper, wood, cloth. A sentence may be added, a part of it may be written, questions may be asked, the answer to which may be found in the reading unit.

This type of blackboard work gives opportunity for drills which help to increase the span of recognition. By the use of a window shade, only a certain portion may be exposed at a time, decreasing the time limit as children increase in ability to grasp large thought units.

The language reading unit may be used for both silent and oral reading purposes, and prepares for the use of the book material. The following illustrates a series of language reading units related to a central theme, and also emphasizing the vocabulary of the book.

Illustrative language reading units.

THE FAMILY

Here is my doll family.	Find sister.
Find mother.	Find brother.
Find father.	Find baby.

MOTHER

Here is mother.	Nell, you are mother.
Mother rocks baby.	Rock the baby.
Mother sings to baby.	Sing to baby.
Sh! Sh!	Say, "Sh! Sh!"
Baby is asleep.	
Sh! Sh!	

FATHER

Here is father.	John, you are father.
Come, father.	Play with baby.
Play with baby.	Play horse.
Play horse.	Trot. Run.
Trot.	
Run.	

SISTER

Here is sister.	Emma, you are Bo-Peep.
She is Bo-Peep.	Call your sheep.
Bo-Peep lost her sheep.	Frank, you are a sheep.
Poor Bo-Peep.	Say, "Oh! Oh!" Bo-Peep.
Poor Sheep!	Say, "Baa! Baa!" sheep.
"Oh! Oh!" said Bo-Peep.	
"Baa! Baa!" said the sheep.	

BROTHER

Here is brother.	Jack, you are Humpty
He is Humpty Dumpty.	Dumpty.
Humpty Dumpty had a fall.	Sit on the wall.
Poor Humpty Dumpty.	You had a fall.
"Oh! Oh!" said Humpty.	Say, "Oh! Oh!" Humpty
Come, king's horses.	Dumpty.
Come, king's men,	
Put Humpty Dumpty together.	

Beginning book reading. Most of the primers and first readers provide interesting content through the use of nursery rhymes, cumulative tales, and dramatic stories closely related to the children's experiences. The material is better suited to oral reading purposes than silent, though in preparation silent reading functions as a method of study. A few new books present material suitable for silent reading and study purposes. The book may be introduced as soon as the children have learned to think of reading as thought-getting and have a sufficient vocabulary to attack simple stories with confidence.

Suggestions for the use of book reading material.

1. Relate the language reading units to the text as nearly as possible. This material should be expressed in the vocabulary of the basal text but in a different story.

2. Introduce the first story by preliminary reading of it on a chart or blackboard in order to simplify the complexities of the first book reading.

3. Prepare for fluent reading of the first few stories by telling the story before reading it, by showing new words, and by having the children retell it from pictures.

4. Dramatize the story after it has been read thus providing motive for the reading. Foreign children who have still to acquire a speaking vocabulary as preparation for word symbols and their meanings may need to dramatize the story before they read, but they are the exception and not the rule.

5. Choose child classics with repetitional phrases to facilitate easy continuous reading. To avoid memorizing, use the same material with variations in the language reading unit.

6. Give attention to thought units rather than to parts of words, sentences, or phrases. This is more economical and secures correct eye-movement.

7. Encourage page-after-page reading of continuous, interesting material. Read rapidly—the rapid reader has a long eye-span and better comprehension.

8. Initiate the habit of reading silently before reading aloud.

9. Have each pupil use a line marker to aid the eyes and to secure attention of all the pupils to the same line.

10. Stimulate interest in the reading by providing some motive for reading each lesson.

11. Use thought questions to stimulate thinking through reading in answer to questions.

Since each set of readers today gives definite and detailed suggestion for the presentation of first grade reading through the manuals issued, the steps in presentation are briefly indicated and apply equally to the blackboard and chart lessons which precede the use of the book. (For detailed discussion and illustration see Chapter VIII.)

I. Study lesson with the teacher.

II. Study lesson, working independently.

III. Drill lessons, word study, phonics.

IV. Review lesson, reading reviews.

V. Testing lesson.

VI. Reading for enjoyment.

Suggested reading activities for small groups. Little children of the first grade can engage in such work as has been suggested for increasing vocabulary and comprehension of meanings by working independently, in pairs, or in small groups. They learn to co-operate with each other, learn to be considerate and thoughtful, learn to choose and to pass judgment, learn to follow as well as to lead, as they work together with materials and ideas. They should also engage in reading in small groups just as soon as sufficient facility has been secured for them to gain some pleasure from it, and for definite purposes which they can understand and

appreciate. Usually the small group should be under the leadership of an older pupil or a member of the group whose reading skill and qualities of leadership warrant it. At first the teacher selects the leader; later, the children may do so. The following are suggestive:

1. Children may be arranged in pairs for reading familiar material—one, the reader; the other, the auditor, alternately. The child at the right reads the right hand page; the child at the left, the left hand page.

2. Children may be arranged in groups of four or five, according to ability, under leadership as indicated above (at first, preferably an older pupil). Each reads aloud a familiar story from Primer or First Reader or the Language Reading Units, the purpose being to see how well each can read. The group decides who has read the best.

3. Children may form in groups, as indicated above. Each group is given a story to prepare to read to another group. They may need to do the following:

- a. Practice on pronunciation of words.
- b. Practice on phrases for increasing the length of the thought unit.
- c. Practice reading it aloud.
- d. Practice reading it in parts.

4. Children form in groups and read silently to be able to do one of the following things:

- a. Tell the story.
- b. Dramatize the story.
- c. Pantomime the story for others to guess it.

5. Children may be arranged in groups for silent reading and telling what has been read in answer to questions asked by the leader or chairman.

6. Children may be formed in small groups for telling a part of the story read by each child during Library Hour.

Each child has a different story and tells it as well as he can in order to make the others want to read what he has enjoyed.

7. Children may be formed in small groups to read silently and select words which they can add to their vocabulary. Let them choose words which can be illustrated. When the word is selected, the leader of the group—an older pupil, if possible—writes it upon the blackboard. When a child has chosen three words, he may go to the board and illustrate each.

8. Children may be formed into small groups to read aloud from a selected book. Each day, one or more children prepares carefully a portion of this book to read aloud to the others, who are the auditors.

9. Children may make illustrations for language reading units or stories. A group of children may work co-operatively upon one story. This picture series may be presented to another group or to the class as a whole as a moving picture. The others are to guess the name of the story. When the name has been given, the pictures may be shown again with parts told by the children.

Materials for creating a favorable attitude towards reading.

1. *The Good News Corner.* A corner of the blackboard or a bulletin board should be used for exhibiting silent reading material. Announcements, programs, special events, happenings, notices, furnish items of interest because the personal element appears. Children are very much interested in people, and particularly in those with whom they are associated, so school happenings appearing on the bulletin board challenge their interest. Through natural curiosity they are eager to find out what new item has been placed in the Good News Corner.

Items should be placed there before the children arrive in the morning. Ways of stimulating interest in what appears should be used until the habit has been formed of searching

the bulletin board for news. The children should be allowed to go to the corner individually and in groups before school and during school time in the between-recitation period. Such items as the following are suggested.

We will take a walk today.

Walter has a new book.

His mother gave it to him.

Today is his birthday.

We have a new see-saw in the yard.

We are to take turns on it.

The Reds and the Blues had a game yesterday.

The Reds won.

The second grade has sent us an invitation.

No one was absent yesterday.

2. *The newspaper or bulletin board.* In some respects the newspaper does not differ from the Good News Corner, save that it is a step nearer reality, through the use of print paper, and because children may contribute to it. Secure print paper, regulation size, twenty-two by twenty-eight. Help the children to decide upon a name for the class paper, such as, *LITTLE FOLKS*; *WEE, WEE, PEOPLE*; *CHATTERBOX*, etc. The name may be printed at the top by an older child or by the teacher. Two or three columns may be ruled on each page. As each month brings its wealth of experience to the children, the newspaper may reflect their varied interests and, thus, furnish opportunities for review in reading.

The children may engage in making illustrations for the newspaper, or some of their drawings used to illustrate their daily work, may be used for this purpose. A legend underneath creates interest. Some of the oral language stories in typewritten or printed form should appear upon the page. Some of the reading material, such as the language reading

unit, should find a place with cuttings or other illustrations. A nursery rhyme, a verse arranged attractively on the front page may be used. The paper should be posted where the children can have access to it.

The newspaper like the bulletin board stimulates children to renew interest in reading material which they in large part have helped to create. The way is opened for posting printed items of special interest, such as, an advertisement, a sale announcement, weather forecast, a short story or verse correlating with the work of the day or week. In the first grade the work is very simple, but more work can be done in the second and third grades serving to arouse an interest in the daily newspaper read in the home.

Bulletin boards can be used to advantage in all grades of the elementary school. In the beginning grades the teacher is largely responsible for placing on the bulletin board such materials as the following:

a. Greeting cards.

Good morning, boys and girls.
This is a fine morning.
What makes it so?

b. A new picture with or without a story attached.

Mary, Mary, quite contrary,
How does your garden grow?
Silver bells and cockle shells
And pretty maids all in a row.

c. Directions for work.

Take your paper.
Fold a book.
Make a picture of a ball in your book.

d. Record of observations—birds, flowers, seeds.

Will found a yellow flower yesterday.
Tony saw a yellow butterfly this morning.

The dandelion, all yellow and gold,
Will very, very soon grow old.
How does it look when it is old?

e. Plans for the day.

What shall we do today?
We shall sing our new song.
We shall salute the flag.
We shall read from our new books.

f. Items of interest brought in by children.

Mary has a new little sister.
There is a new candy shop on the corner.
The doctor visited our school today.

g. Plans for a special occasion—festival, special program.

We are invited to Miss Mary's room today.
We shall go at two o'clock.
We are invited to sing for them.
What shall we sing?

h. Bulletins.

We have a sale of birds today.
Beautiful birds, only five cents.
The sale starts at nine o'clock.

i. Riddles.

Good morning, boys and girls.
I have two eyes.
I have two ears.
I have four legs.
I eat corn.
I say "Wee, Wee, Wee,"
I can't get over the door sill."

j. Our circus.

We had a fine time playing circus.
Allen and Harry were the elephant.

Allen leaned forward and put his two hands on Harry's back.

A gray blanket was thrown across the elephant's back. As the elephant walked about, he waved his trunk for peanuts.

Teddy was the dancing bear and John was the trainer. The bear not only danced for us, but also rode the bicycle.

Josephine, Marian, and Frances were clowns. They had bright red, green, and yellow clown suits.

They turned somersaults, handsprings, and made cartwheels for us.

3. *The library hour.* Just as soon as the children of the first grade have gained sufficient control of a simple vocabulary, an opportunity for pleasure reading should be provided in a special period termed the Library Hour. At first this period is short, gradually increasing in length to a half hour as their span of attention increases. In the early part of the year the Library Hour may be devoted to the following activities:

- a. Enjoying stories told by teacher; by children.
- b. Enjoying pictures—talking about them, telling stories the pictures suggest.
- c. Enjoying picture books, books with attractive covers, etc. Talking about the story which the picture tells; about the care and use of books, etc.
- d. Reading familiar stories: silently—to find out how many pages a child or the class as a whole can read in a given time; orally—to give pleasure to self and to others.

When the pupils have gained some facility and ease in reading, the time should be devoted to training the children in good library habits.

- a. Help the children to select a book suited to their tastes and capacities. After a choice has been made the child

should understand that the book may be kept safe in his desk for a week to read at his leisure.

- b. Each child quietly observes the rules which alike govern the school and public library. As the children engage in reading, the teacher acts as teacher-librarian and renders assistance to those who need it.
- c. The teacher helps those children who are weak (1) in pronunciation of words, (2) in meaning vocabulary, (3) in thought-getting, through stimulating questions and suggestive remarks; in short, the teacher engages in individual or group teaching, and as far as possible, encourages the slow or indifferent child to find enjoyment in books.
- d. Children are encouraged to share with others that which they have enjoyed. A few children should be chosen each time to *tell* a part of the story read, to *read* a sentence or two; occasionally, to *make* an illustration of parts for others to enjoy and later to use as a means of locating stories told and read.
- e. Children should read, independently for the most part, at least fifteen books during the year. The following books for pleasure reading have been tested by classroom experience:

Bannerman	Little Black Sambo	Stokes
Banta	Brownie Primer	Flanagan
Blaisdell	Child Life Primer	Macmillan
	Child Life First Reader	Macmillan
Bryce	The Play Time Primer	Newson
Caldicott	King of Hearts	Warne
	The House That Jack Built	Warne
	Sing a Song of Sixpence	Warne
Davidson &	Busy Brownies at Play	Newson
Bryce	Busy Brownies at Work	Newson

Diehl	The Kitten that Would not Wash His Face.	Carleton
Diehl	The Dog that Would not Wag His Tail	Carleton
Dorsey	Rhymes of Golden Childhood.	
Gruelle	Funny Little Book.	Cupples, Leon
Harris-Waldo	The Toy Shop Reader.	Scribners
La Rue	The F. U. N. Book.	Macmillan
Rice	The Lost Monkey.	Newson
Robinson	In Toyland.	
Ross	Reading to Find Out.	Macmillan
Smith	Tale of Bunny Cotton Tail.	Flanagan
Serl	Work a Day Doings.	Silver
Welsh	Nursery Rhymes.	Heath
Winston	Gingerbread Story Book.	Winston
Winston	The Children's Cherry Books.	Winston
Warne	Johnny Crow's Garden.	Warne

Achievements at the end of the grade. Certain general objectives should be kept in mind by all teachers. Specific objectives for each group of grades or each cycle need also to be defined. It then becomes necessary in each grade to strive to have the children attain certain definite appreciations, habits, and skills. These standards of attainment should serve as a guide for the teacher and become the goal of achievement for the grade.

At the end of the grade the children should be able to read with a fair degree of independence the simple, interesting selections of their primers, first readers, and supplementary material of equal difficulty. They have learned to attach meanings to the words of these selections. They have acquired some ability in the recognition of new words. They have formed some desirable habits which are factors in learning to study, and some appreciations are developing which create a desire and love for reading. A list of attain-

ments in terms of appreciations, habits and skills may help a teacher to check and evaluate the work of each individual pupil taking into account individual differences. These follow:

I. Appreciations, attitudes, interests.

1. To desire to read for the purpose of increasing skill.
2. To desire to read for the enjoyment of self and of others.
3. To love to read.

II. Habits and skills.

1. To avoid head, lip, and finger movements.
2. To increase the span of recognition.
3. To enunciate clearly and pronounce correctly.
4. To stand correctly.
5. To handle the book properly.
6. To read silently and to express the thought in one's own words or by action, drawing, cutting, and modeling.
7. To read silently and find the answer to the following types of questions.
 - a. A question to test comprehension of meaning.
 - b. A question that calls for reproduction.
 - c. A question that calls for organization of ideas.
 - d. A question that calls for judgment.
8. To read orally with expression, ease, and with some fluency using a well-modulated voice.

Such questions as the following suggested by the Baltimore County Course of Study are most helpful in diagnosis:

1. Are my pupils able to interpret action words and to respond to simple written directions?
2. Do they read material of the grade for content?
3. Are they able to read stories in primers or readers other than the basal texts?

4. Can they master a simple new word by a method of phonetic analysis?
5. Do they have habits of quick perception, i. e., can they read words and phrases rapidly as from a flash card?
6. Is there growth in the span of recognition?
7. Do they depend upon perception of words rather than upon the memory of the story for meaning?
8. Are they able to convey meaning or feeling to another person?
9. Do they read in a pleasing tone of voice?
10. Are they initiated into the library-reading habit?

Chapter summary. This chapter has set up the reading activities to be carried on in the first grade and has discussed the classroom procedure in carrying on these activities. The first work of the teacher consists in developing a simple reading vocabulary through the use of language reading units. These units connect the common experiences of the children with the new problem confronting them. When the beginning reader is taken up, a simple vocabulary is already in the possession of the children. The regular classroom procedure should be supplemented by small group activities, the Good News Corner, the newspaper, and the library period. Specific achievements in terms of appreciations, habits and skills should be attained, and made a matter of individual record.

CHAPTER VIII

READING PROCEDURES IN THE SECOND AND THIRD GRADES

Chapter content. Chapter VII presented for the first grade specific reading activities valuable in developing the habits, attitudes, and skills outlined in previous chapters. Chapter VIII serves the same purpose for the second and third grades. In a measure it repeats first grade reading situations and gives flesh, blood, and life to the framework of reading habits and skills erected in all preceding chapters. The materials presented in this chapter are intended to typify the stock of reading available for work purposes in the second and third grades. In many instances, the activity portrayed is similar to that discussed in an earlier chapter, only more fully developed. The teacher is shown ways of using this material through the presentation of type study-lessons of various kinds, each pointed toward the attainment of one or more of the reading objectives presented at the beginning of the chapter.

Attainments at the beginning of the second year. By the time children enter the second grade, they are able to read with a fair degree of independence the simple, interesting selections of their primers and first readers, and their equivalent in supplementary material. They have learned to attach meanings to the words of these selections. They also have some ability to recognize new words, but their reading vocabulary is still limited and they have not yet learned to read with a great deal of fluency. It is at this point that the second grade work begins, which simply continues and extends the work of the previous year, thereby gradually developing and perfecting the abilities necessary to a mastery of the mechanics of reading.

Instruction in the second and third grades may be considered a unit, since it is not until near the end of the third year that the majority of children perfect the mechanical phases of the reading process. The chief concern of the teacher is to secure thorough mastery of the mechanics of reading with the least waste of effort, while at the same time emphasizing reading as a thought process. Attention is still directed to the following:

1. Increase of visual vocabulary and the meanings of words.
2. Development of ability to work out new words and meanings through context, association, and phonic analysis.
3. Development of eye-movement habits that will enable the pupil to recognize increasingly larger thought units at a single glance.
4. Conditions favorable to increase of rate and comprehension in both silent and oral reading.

Reading abilities to be developed in the second and third grades. What reading abilities should be developed in these grades? It is necessary for us to set definite goals to be attained by eight and nine year old children. These goals or objectives are expressed in terms of appreciations, habits, and skills.

- I. Appreciations, attitudes, tastes.
 1. To desire to read.
 2. To love to read.
 3. To enjoy a bit of humor in a selection
 4. To appreciate beautiful descriptions.
- II. Habits and Skills.
 1. To continue the habit of reading silently before any attempt is made to read aloud.
 2. To eliminate all undesirable habits, such as bad head, eye, and lip movements.

3. To increase the amount of material recognized at one sweep of the eye.
4. To read with increasing ease and fluency and with reasonable rapidity (60-90 words per minute in second grade; 90-120 words in the third grade).
5. To read for the purpose of gaining definite information directly usable in other situations, such as, following directions, answering questions, preparing a dramatization, etc.
6. To ask questions of increasing scope and difficulty, as one reads.
7. To judge the relative importance of ideas gained.
8. To organize ideas gained from the printed page for some specific purpose.
9. To use effectively the table of contents, word lists, and illustrations in books.

Reading activities in second and third grades.

1. Listening to stories told or read and reproducing in whole or in relay.
2. Finding name of story in Table of Contents.
3. Reading under timed conditions.
4. Finding answers to simple questions; later, to more difficult ones.
5. Relating reading to previous experiences.
6. Following accurately either printed or written directions.
7. Finding the important idea or ideas in matter read, gradually increasing the length of the thought unit.
8. Finding a series of closely related points.
9. Making booklets containing favorite words, apt phrases, and choice verse.
10. Looking for meaning in all reading exercises.
11. Interpreting reading material in various ways, including dramatization.

12. Remembering and reproducing what is read.
13. Selecting parts of a story for story-telling and illustration—descriptive parts, parts which tell about characters, most interesting part, etc.
14. Comparing characters in different stories; comparing characters in stories with characters in real life.
15. Criticising the work of members of the group both favorably and adversely.
16. Matching paragraphs with names given by teacher; naming paragraphs.
17. Planning a play from material read—making an outline and selecting the players, the place, and the materials needed in presentation.
18. Answering questions accurately after one reading.
19. Asking definite questions.
20. Making bibliographies of material related to topics of interest.
21. Completing unfinished stories.
22. Finding simple quotations.
23. Participating in reading parties and special programs.
24. Reporting in a very simple way a part of the book read during the library hour or at home.
25. Telling what they do and do not like in a story and giving reasons.
26. Making illustrations for a story and comparing them with the author's story.
27. Looking at the illustrations of a story book and comparing the work of the illustrator with theirs; with that of another illustrator.
28. Finding the differences in the same story as told in different books.
29. Finding pages quickly.
30. Making a simple reading test.

Suggested materials. An extension of the same types of material used in the first grade is highly desirable—the imaginative or fanciful; the factual, with an increasing emphasis upon problem-solving, or training in thinking, as pupils gain in control of the mechanical difficulties. Three kinds of reading should be regarded in our selection of materials; viz., careful, precise reading; studious or reflective reading; and reading for enjoyment. While a keen interest in books is developing, the varied school activities present opportunities which initiate right reading attitudes. The following types are suggested.

1. Bulletins; interesting announcements; signs.
2. Description of class activities: plays, excursions, games, questions raised by children prior to field trips.
3. Directions for work, games, tests, illustrations, classroom activities, etc.
4. Answering questions.
5. Original riddles, rhymes, and stories.
6. Newspapers and booklets containing summaries of discussions related to the various projects and school activities.
7. Explanation of specimens.
8. Cumulative diary or record of actual or imagined experiences.
9. Recipes used.
10. Letters to or from friends and classmates and other classes.

Suggestive exercises for use in class and independent work-study periods.

I. Careful, precise reading.

1. Bulletins.

On Thursday, at two o'clock, the second grade will meet under the trees on the lawn. They are going to

play "Hansel and Gretel." You are invited to see the play. Seats free.

2. Signs.

Old Santa dear, Old Santa dear,
See my stocking here,
Right by the chimney side.

Don't carry your gifts.
Let us send them to your home.

3. Summaries.

We made some dolls for our doll store.
They are made of cloth and stuffed with cotton.
Their faces are painted. We tried to make them smile.
We have dolls of many kinds to sell—baby dolls for little mothers, boy dolls for little boys, big dolls for big girls, and wee, wee dolls for the mamma dolls.

4. Directions for work.

- a. Suggested by Doll Store project: making or constructing.

Today you may make a paper bag doll. Take a paper bag. A small paper bag is better than a large one. Stuff it with a paper towel. Cut the bag at the end for the legs. Use string to hold them. Use string for the neck, too. Take paper and fold for arms. Sew the arms on the doll. Tie a cloth over the head and make a face on it. Dress the doll in crêpe paper, choosing the colors you like best.

- b. Suggested by the clock dial: Interpretation through action.

After the children have learned to tell time, directions may be given from the blackboard. Have the following under the roller shade:

Bring the clock dial, John.

Set it up against the blackboard, Willie.

What time is it, Nellie, when you go to bed?

Show us where the hands are now, Sarah.

How do they look at noon, Anna?

5. Home activities. Activities of the home may be utilized to advantage in fixing both a speaking and reading vocabulary with children of foreign parentage. Since reading is accompanied by doing, an opportunity to teach the correct way to set a table and to practice correct table manners is provided in the following exercise.

Ellen, put the *tablecloth* on the table.

James, put the *doily* in the middle of the table.

Edith, put the *vase* on the doily.

John, put the *flowers* in the vase.

Who will put the *plates* on the table?

Mary, put the *knife* at the right of the plate.

Jack, put the *fork* at the left of the plate.

Sue, put the *spoon* beside the knife. Etc.

6. Directions for dramatizations, games, movies.
(These directions should be under a shade. Place in inverse order: i.e., number 12 at top and number 1 at bottom.)

THE GAME BEAN BAG¹

Shall we play a game? If so, nod your heads.

Mary, get the bean bags from the box.

Do you see the white dot on the floor? Draw a circle around it, John.

Draw a big circle around the little one, Dorothy.

That is not round. Erase it, John.

You may try, Harry.

If you toss a bean bag into the little circle, it counts

¹ Suggested by Emma Jacobson, Elkhorn, Wis.

ten. Number it 10, Helen.

Now, number the big circle 5, Mary.

Let the boys play against the girls. The boys may stand on the north side of the room and the girls on the south side.

Harry, you may throw the first bean bag.

John, you may keep score for the boys. Step to the blackboard and write the word, *Boys*.

Dorothy, you may keep the score for the girls. Step to the blackboard and write the word, *Girls*. Etc.

7. Playing a story.

Shall we play a story today? If so, raise your right hand. We will act out the story, "Country Mouse and City Mouse."

Do you see the circle around the desk? Look for it. The City Mouse lives within the circle.

Do you see the cross in the corner? If so, raise your left hand.

The desk will be the City Mouse's pantry.

The paper plates will be the pie, cheese, cake, and grain. Get the plates, Gladys.

Put the cheese, cake, and pie in the pantry, Marion.

Put the grain where it should be, Clarence.

You may be the Country Mouse, Margaret. Go into your house.

Poole, you may be the City Mouse. Go into your house.

Clarence may be the dog. -

You may be the cat, Genevieve.

Tell your story, City Mouse.

Tell your story, Country Mouse.

8. Movie scene. Schoolroom Movies. *Lincoln Third Reader*.

Do what it says:

You are a postman. You wear a cap and carry a school

bag swung over your shoulder. In your bag are a number of letters, parcels, and papers. Anything will do for them. Pretend that the teacher's desk is the principal's office. Step up with a pleasant "Good morning" and leave the mail for the principal.

9. The use of questions. The question is read silently, answered orally, or interpreted in action or by the use of illustrative material.
 - a. Based on safety rules. "Yes and No."
Should we always cross corners?
Must we obey traffic rules?
Is it dangerous to play on the street?
Has an auto driver the right to drive on the left hand side of the street?
 - b. Based on health rules. "The Reason Why."
Why are tea and coffee harmful to children?
Why should we not breathe through the mouth?
Do health Crusaders sleep with open windows? Why?
 - c. Based on history. Factual and reasoning.
Did the Pilgrims come from England on the May-flower?
How did the Indians treat them?
What did they have for food the first winter?
How long were the sermons? How were the meeting-houses heated?
Why were the children happy in their new home?
Did they have a good Thanksgiving feast? Why?
 - d. Based on geography. Seasons.
What season of the year do you like best?
What season of the year is cold?
What time do you get up in winter?
What time do you get up in summer?
Does the farmer work early and late in summer?
 - e. Based on arithmetic.

If John goes to the store with twenty-five cents, can he buy two pads at ten cents each?

If Jane buys a pound of butter for forty-two cents and gives the man fifty cents, will she have ten cents left?

Mary often goes to the store for her mother. She buys bread and a box of oatmeal. How will you find just what Mary gave the storekeeper?

James has some money to spend for Christmas. He has a little sister and brother. He wishes to spend just the same amount of money for his father and mother as he does for his sister and brother. How will you find out what he spends for each one?

Miss Day's class is getting ready for Christmas. Today is December 8. How many days before Christmas will be here? How many school days will there be? The Christmas party will be held the day before Christmas. How many days before the day of the party.

The Christmas tree cost \$.50, the tinsel cost \$.20, the balls cost \$.15 and the candles \$.25. How will you find out what the tree and decorations cost? What did they cost?

- f. Based on pictures or objects.

LOOKING AT SAMPLERS

Some people look at pictures and see very little. Others look at pictures and see a great deal. If you are the second kind of person, you will find at least six things in these pretty samplers which look like pictures in their dark frames. Some little girls made these samplers. What are some questions you would like to ask?

You may want to ask:

What was used in making a sampler?

Where did the girls get their patterns?

What did they use most in their patterns?

What do you think they were learning as they worked?

Can you remember any verse that was used? Etc.

10. Letters.

Dear Mother and Father:

We are going to have a reading party tomorrow afternoon at two o'clock. I am going to be the god-mother in Cinderella. A great many Book Children will be there. Won't you come and meet them?

Your little girl,

ISABEL.

Questions:

What kind of party are they going to have?

What is the girl going to be?

Name some of the Book Children you think might be there.

How do you think they will be dressed for the party?

What time is the party to begin?

11. Recipes. Making lemonade.

Take three lemons. Cut off the ends of each.

Squeeze out the juice into a glass or pitcher.

Remove any seeds which may come out.

Add sugar to taste and enough water to make six glasses.

Drop in some ice. When cool, serve.

12. Cumulative diary or record.

THE DIARY OF A TADPOLE

March 15.—Some children found me down near the pond.

I couldn't swim. I couldn't eat. I was nice and warm in the clear, soft mass of jelly. I was an egg, a frog's egg.

March 20.—I am a little wiggler. I am black. I like to

swim. I like to dart back and forth in the water. I wiggle, wiggle all the day. This is the wiggler. I was a wiggler.

March 25.—I am growing up. My head, my body, my tail, oh, so big! A boy who was looking at me said I had a swelled head. He called me a tadpole. It seems to me that all I do is to change my name. Tadpole! That is a queer name for a little wiggler that came out of a frog's egg.

Draw pictures showing changes in 10 days.

13. Explanations of specimens, Taken from *In Storeland*, Wells and Cushman.

"Ladies and gentlemen, girls and boys, the story you are going to see and hear has really no beginning and no end. It keeps on going round and round, unless man stops it. It is the story of little creatures that ride through life in what I have called a merry-go-round. They use the leaves of a mulberry tree as their dining tables, and they eat the table itself.

The riders of this merry-go-round are hatched from eggs that are nearly round and that look like tiny yellow seeds. There is a little spot on each egg. That is the door of the egg house. When the baby inside is ready to come out, it gnaws a hole there.

Such a funny baby! It is black, and covered with long hairs. If you counted its legs, you would find that there are sixteen of them; *but they are not all alike. Only six of them are real legs.*

If this is a caterpillar, write "Yes." If this is a silkworm, underline "*the leaves of a mulberry tree.*"

14. Children's original stories.

WHAT I SHOULD LIKE FOR MY THANKSGIVING DINNER

Do you know what I should like for my Thanksgiving dinner? A dish of hot soup, then roast turkey and

mashed potatoes would taste delicious to me. Cranberry sauce would go well with my meat. Crisp lettuce and celery would taste good, too. After that, golden brown pumpkin pie would be splendid for my dessert. I would spin it around six times to get the biggest piece of pie. Last of all, I should like a cup of creamy cocoa. I wish there would be a dish of assorted nuts, too. They would taste so good. If I could have this for my dinner, I should call it Thanksgiving Day.

GEORGE KUEBLER.

Make a list of good things for Thanksgiving dinner. Have you named something that George did not?

15. Riddles, rhymes, and stories.

- a. I am pretty. I am white. I am cold. I come in winter. What am I?

I am covered with fur. I have a short tail. I like to eat carrots. Hop as I hop in the garden. Tell me my name.

What Is It?

Oh, it's big and round,
And grows in the ground,
It's good to eat, 'tis said;
It's white within,
And its leaves are thin,
With a heart in the middle of its head.

Write my name.

b. The Christmas Candle

I'm a little Christmas candle
Burning on the tree.
I'm burning down, down, down
Till I can hardly see.

But I am very happy
As happy as I can be

Test for comprehension:
What am I? Where am I?
What am I doing?

Why is the candle happy?

Make the candle. Use red
paper for the candle.

For the children clap their hands Use black for the candle-
and dance when they see me. stick. Make the flame white.

Variety of materials needed. The exercises above suggest the wide variety of reading units which may be developed in connection with the various units of instruction or projects used as a means of interpreting and enlarging children's experiences. No exercise for reading, even for purposes of drill, should be given perfunctorily. Its relationship to some phase of the work of which it is an outgrowth should be apparent to children. Material for training in careful, precise reading, whether it consists of these types of incidental reading presented on the blackboard, or in type-written form, or selections from the readers, must, therefore, naturally grow out of the literature, history, geography, arithmetic, and nature correlated with the project undertaken by the class.

Ways of using material. Just as various types of material are needed in developing reading ability, so also should there be a wide range of procedures. No one method can be adapted to all individuals, but methods used must have as their foundation the psychology of the reading process.

Thorndike says, "Perhaps in no other way could so great an improvement be brought in education as by teachers with one accord seeing to it that children should never set about studying any lesson without first having a clear notion as to just what it is they are undertaking to learn, and what they are to do in order to learn it."

Reading procedures are determined by three factors: (a) The reading abilities of the children; (b) the type of material, whether literary or informational, and (c) the purpose for which it is used.

Silent reading procedures, as has already been pointed out, emphasize thought-getting as the foundation for thought-

sharing. Discussion and occasional oral reading of certain selected portions, when oral reading will help to clarify thought, find a place in the earlier grades. There is also opportunity to test comprehension by directing behavior. To read incorrectly must be seen by the child to result in defective action. Hence, reading procedures, whether in class work under direction of teacher or in independent work of individuals, should aim to test reading by *doing*. We may say that reading is training in *thinking and doing*. Each lesson procedure should aim, therefore, to establish effective and economical study habits within the range of the children's abilities. With younger children, as well as with older children, training in good habits of study is essential. Silent reading offers this opportunity. A teacher needs to work out various procedures suggested by the needs of her class, keeping in mind that the same material often may be presented from new angles determined by the learning situations in which it is used.

Suggestive silent reading procedures or learning situations.

1. Study lesson with teacher as guide and helper.
2. Study lesson without teacher (working independently, singly, or in groups).
3. Group to group reading and discussion, on a given assignment.
4. Silent reading reviews (A reading party, special program, etc.)
5. Reading for enjoyment—library reading.
6. Testing lesson—informational or standard tests.
7. Consultative reading—comparing two versions of the same story.

Steps in reading procedures. These may involve one or more of the above and may be used in a single period or

extend through several reading periods, including seat work activities.

I. Preparatory.

1. Selection of material suited to the level of reading ability of the group.
2. Objectives stated in terms of what children need and what the teacher needs.
 - a. To provide practice in improving accuracy of interpretation and comprehension with reference to units larger than sentences.
 - b. To develop favorable attitudes toward reading.
 - c. To gain an opportunity to observe the habits of the pupils when reading silently.
3. Accessory material: phonics and phrases for drill, questions on blackboard; illustrative material, record sheet for check-up work for both teacher and pupils.

II. Plan of procedure.

1. *Point of contact* through some emotional or intellectual appeal to interest. The use of personal experience, a picture, question, or curiosity excited by means of some device.
2. *Problem set by teacher or children.* A simple problem, the solution of which may be found in the reading material, provides purpose or aim.
3. *Initial work:* Locating the selection—table of contents, turning pages, initiating good reading habits through physical adjustment. Reading the title. Beginning reading to gain familiarity with material and to discover difficulties. (Difficulties may be anticipated in part.)
4. *Eradication of difficulties.*
 - a. Vocabulary difficulties of recognition and meaning may be met by phonic, phrase, and sentence drills

preceding the lesson, sometimes at the close of the lesson.

- b. The tendency to lip, head, and regressive eye-movements removed by "flash" drills on phonic words, phrases, sentences, thereby improving eye-sweeps across the printed page.
- c. Difficulties in attaching meanings to increasing lengths of thought units may be met by stimulating questions and other suggestive measures.
5. *Silent reading to establish habits of thought-getting.* The teacher guides the acquisition of content through the use of factual and reasoning questions as the child reads sentences, paragraphs and, later, parts of stories or the entire story, usually under time pressure.
6. *Teacher observes the reading habits of individual pupils,* making a diagnosis of probable causes of failure and keeping a record of cases needing special work.
7. *Comprehension checks,* through the use of questions to be answered by *Yes* and *No*, *true* and *false*, one word, phrase, or sentence, and other forms of tests.
8. *Class discussion,* in answer to questions in organizing story for some specific purpose, or of words and their meanings, or of situations which are not clearly grasped. "Discussion clarifies thought and moulds public opinion."
9. *Follow-up work as checks.* Engaging in some form of activity independently under teacher's guidance is a further test of reading ability. Assigned reading, accompanied by some form of interpretative work, such as, illustrating, making, doing, or dramatizing, word study, and various forms of written work.
10. *Leads to further activity.* Reading reviews in response to a new problem set; reading stories from other books

which the material suggests; various activities related to interpretation and enlargement of experience.

Lessons illustrating this procedure.

I. Study lesson with the teacher

Christmas Among the Eskimos, *Lincoln Third Reader*.

1. Preparatory:

- a. Selection of material suited to the keeping of Christmas in other lands.
- b. Objectives stated in terms of what the children need.
To furnish material which stimulates an interest in people far away.
To use this material as a means of improving accuracy of interpretation and comprehension.
To use as a basis for extensive reading.
- c. Accessory materials: phrases on blackboard, pictures of Eskimo children; pictures of Christmas trees.

2. Procedure:

- a. *Approach, or point of contact*, determined by the children's experiences. Any one of the following is suggestive:
A study of Eskimo life.
A study of different kinds of Christmas trees.
Stories of Christmas in other lands.
- b. *Creating interest* in the story by recalling some experience, such as, "You have been reading stories of keeping Christmas in Norway. I have found another story, telling how Christmas is kept in the land of snow. Turn to the Table of Contents of the book and find it quickly. Turn to the story and read the small print at the top. What are you asked to do? Who is this lady?" (Children turn to the last page to find out.)

- c. *Problem stated.* "We might change the title of our story to, *How Mrs. Diaz Helped the Eskimo Children to Have a Happy Christmas Day.* Let us read as quickly as we can to a line, like this—— on page 115. This line divides the story into two parts. As we read, we may decide upon a good name for the first part."
- d. *Eradication of difficulties.* You may need some help with a few words. Look at these:

ridiculous notion	What is a <i>notion</i> ? Do
seemed impossible	you know another word
described to her	for <i>ridiculous</i> ?
tendons of these	What <i>seemed impossible</i> ,
animals	do you think?
drew the features	Where have you seen <i>ten-</i>
	<i>dons</i> ?
	What are the parts of your
	face?

Look at the questions on page 117. As you read them, do they help you to think what may be coming in the story? Begin reading.

- e. *Silent reading.* As the children read, the teacher observes the reading habits of those who are slower than the rest and plans some special work for them. At the end of five minutes, children should have completed this first unit.
- f. *Check on comprehension* of the unit by asking the children to write or tell the answers to the first and second questions. Discuss the rest, using such questions as are indicated.
1. The name of this part of the story.
 2. What seemed impossible to Mrs. Diaz?
 3. Why did it seem impossible to her?
 4. What did she use for the Christmas tree?

5. What presents did she make for the girls? for the boys?
 6. Which present did you like best?
 7. Read again the part or paragraph telling about the tree and the presents which you enjoyed most. Tell us what interested you most.
 8. Do you suppose the Christmas tree looked like ours? Why not? What was used for the trunk? for the branches?
- g. *Assignment* for further reading and provision for further checks on comprehension. Any one of the following is suggestive. Possibly the first and one other could be accomplished by most classes.
1. Read the story again. What kind of a woman was Mrs. Diaz? Why was it hard for the little Eskimo girl to undertake the Christmas story?
 2. Make a picture of the Christmas tree. Write after each of the following words what Mrs. Diaz used in making a tree:

trunk ———	presents ———
branches ———	candles ———
strings ———	sugar plums ———
candies ———	
 3. Make a picture of Nevvu's doll. Of Annadore's doll.
 Under each picture write the answer to each of the following questions:
 What was the doll made of?
 How was it dressed?
 What was used for a cradle?
 4. Make a picture of the toys made for boys.
 Write a list of the things used in making them.
 5. Read the second part of the story and write the

name of it. Be ready to tell in what ways their party was like ours, and in what ways it was quite different—the fun, the refreshments, etc.

6. Children write answers to questions at the end of the story. One child reads the answer he has. If all agree, pass to the next question; if not, children consult books to prove which answer is the correct one. Children may check their own papers.

- h. *Possible leads to other activities.* Children have their attention called to "Other Selections" which may be found in the grade library or in the public library. Reports may be given by a number of children on the following topics: a study of the uses of animals found in the northland; making different kinds of dolls; making a Christmas booklet of illustrations with labels underneath contrasting our Christmas with this Christmas among the Eskimos; reading other stories to find the parts or change in plot.

II. Study lesson, or follow-up work, children working independently.

One of the outcomes of the study lesson directed by the teacher is training in those habits and skills, or abilities, which enable children to get thought from a selection independently and to use it in ways that are characteristic of a good reader. The test of the work is to be found in the way in which they attack a problem and solve it. Some children, under the stimulus of their keen interest in a project problem, will find valuable outlets to their energy in the field of reading, but most children need some guidance in the seat-study period which will help them to use their time economically. This guidance, when thoughtfully given, provides some opportunity, even to the slow moving groups, for exercise of choice and development of initiative. Therefore, the assignment

at the end of a discussion period with the teacher as leader is most important, since it is the means by which the work begun may be continued and extended. Even in the second grade the teacher should consider the directed study lesson a means of teaching the child how to study by himself through the reading and interpretation of thought in various mediums. The follow-up work should provide for further reading with such checks on meaning, vocabulary, and comprehension as are needed to stimulate careful reading and thinking. Possible leads to other activity may have been furnished by the work already accomplished in the group. These are suggested in the assignment.

The assignment. The function of the assignment is so to direct the work of the children, that "waste is minimized by leaving as little as possible to chance." It should, therefore, be clear and definite. Directions for work should be given, both verbally, and in written or printed form. It should, as far as possible, be differentiated to suit the variability in the group, so that each one may feel responsible for a specific accomplishment. The satisfaction which accompanies accomplishment replaces discouragement and promotes growth. The minimum requirement for each group—the fast moving, the average moving, the slow moving—should be attained, and children should be encouraged to exceed their own limits as often as possible.

In the preceding lesson, "Christmas Among the Eskimos," the reader will note that a definite motive in the assignment for reading the story is provided. Those who have already gained clear conceptions of the kind of woman Mrs. Diaz was and of the limitations of Nevvu will not need to read it again, but they may need to read carefully other parts in order to make a good picture, or to indicate other checks on comprehension. They are directed to use study helps in the text. They are given an opportunity to choose and to

co-operate with their classmates. The same steps in procedure used in classwork are followed. A problem to solve, the best way of solving it, and the habits of study initiated by the teacher are becoming fixed through the right kind of follow-up work. These same habits would function in the attack of new material and children of the fast moving groups, and occasionally of the average moving groups, should have the opportunity to test their skill.

The following illustrates the type of assignment which is needed to train in good habits of study when independent study precedes the discussion.

Our First Gardeners, *Lincoln Third Reader*

1. *Purpose:* Training in the ability to check on comprehension of paragraph units.
2. *Related work:* Previous to the assignment of this lesson, the children have discussed the Indians of the vicinity and how they secure their food chiefly by fishing and hunting. Interest them in the fact that some food was secured in other ways. Ask them to locate "Our First Gardeners" by use of the Table of Contents.
3. *Problem stated:* Find out who the first gardeners were, where the gardens were, what was raised, and what was done with it. (This may appear on the blackboard in outline form.)

Read the directions given in small print. Do just what it tells you when you have read the story carefully.

4. *Some helps to study.* (May appear on blackboard.)
 - a. Look at the picture.
 - b. Read the story through quickly.
 - c. List any words that troubled you.
 - d. Read the questions at end of story. Think the answers. If you cannot answer the questions asked, re-read that part of the story.

- e. Check—follow directions given. You should make a score of 50.
5. *Some things to do.* Do the first one. You may have your choice of b and c.
 - a. Write in your "Word Book" some phrases you will need in telling the story.
 - b. You may do one of the three things given below:
 - Draw a digging stick or a grain basket. Write three sentences about your picture.
 - List the phrases which tell what the Indian women did.
 - Write a story—How to Make Soup in a Wooden Kettle.
 - c. When your other work is finished, find one of the books given under "Other Selections" in the library and read more about the work of Indian women.
 - Some things to do at home: Make a carrying band; some corn meal from corn. Transplant some wild flowers to the home garden.
6. *Discussion period.* Following this preparation, the teacher may discuss with the children the results of their work, may read orally some parts of the story which clarify ideas, may read at sight related material from other books.

III. Group to group reading and discussion.

1. Preparatory:
 - a. The objective. Comprehension of content, and ability to share it with others by oral reading, by reproduction, by questions and answers, by informal discussion.
 - b. Organization of groups. Not more than six children under a chosen leader.

- c. Reading selections assigned—parts of the same story or different stories related to the reading unit.

2. Procedure:

Study the lesson, following suggestions given by the teacher. At the expiration of a given time limit, each group responds to the call of the leader who checks the work of each member of the group. Checks which may be used:

- a. Answering questions which may be placed in the hands of the leader by the teacher, or which the leader formulates.
- b. Giving the main points or outline.
- c. Telling the story in relay around the group.
- d. Reading the story orally.
- e. Writing guide words on blackboard which will help in reproducing the story.

Follow-up work which the leader may suggest to her group for the improvement of presentation of the part assigned:

- a. Reading paragraphs in answer to questions; to an outline.
- b. Making illustrations which will help in telling the story.
- c. Dramatizing a word or phrase or sentence to make the meaning clear.
- d. Using clear distinct pleasing tones in speaking and reading. (This may require another period for preparation, which is a good use of time when the children themselves feel the need for further practice.)

3. Presentation:

- a. Each group in turn presents the part assigned to the class as a whole. The leaders in conference with the teacher may decide that the story may be told in

parts with illustrations, or that the leaders will ask questions to which the answers will be given by the group, or that the members of the group will ask the leaders questions, etc.

- b. One group may prepare a story to present to another group in any one of the above ways, including some oral reading. The listening group is the audience and should participate by asking some good questions, or giving additional information. The rest of the class may act as judges of the work of both groups. Standards for both the audience and the speaker or reader should be discussed to aid them in the formation of judgments.
4. Checks on comprehension and retention:
Acceptable questions on the selection; completing sentences; association tests, etc.
5. Possible related activities:
Story-telling in assembly or a story party.
Suggested material:
Any selection with parts well defined, as *The Elves and the Shoemaker*, *Cinderella*, *The Little Brass Kettle*, *The Dutch Twins*, *Peter and Polly*, *Betty and Bobby at Home*, *That's Why Stories*.

IV. Silent reading reviews.

An interest motive: Preparation for a reading party, or participation at assembly, or selection of material for some similar occasion.

1. Initial work:
 - a. Discussing with children the possible themes or centers of interest which might be considered suitable to the occasion: stories of pets, of children, of Indians, of flowers, birds, and bees in the springtime. If the reading has been correlated with the other

- activities, there will be little difficulty in having the children suggest topics and make suitable selections.
- b. Consulting different books using Table of Contents to locate suitable selections. With the younger children this bibliography is placed on the black-board by the teacher. The older children may be able to make such a bibliography when shown how to proceed.
 - c. Assigning at least two stories to each pupil, asking for an expression of preference. Give the following sentence to be completed: I like the story of _____ better because _____.
2. Silent reading:
- a. Pupil's purpose. To express a judgment; to select a story to present to the group who will decide whether the selection and its presentation warrants a place on the program.
 - b. Teacher activity. Take notes on habits of study, on reading rate by taking names in order as pupils finish their work.
3. Class discussion:
- a. Name of the stories read.
 - b. Which one preferred and why.
 - c. In telling this story what should we remember to do?
 - d. What might be done to make the story-telling more interesting?
 - e. Which of these could you use best in connection with your story?
 - f. Choose a member of the group to tell his story and give him such help as he needs.
4. Follow-up work.
- Probably suggestions made by the pupils in response to exchange of ideas in the discussion:
- a. By pictures.

Discuss pictures necessary to tell the story.

Draw and criticize them from the standpoint of how well they tell the story.

Consider how pictures may be used other than to illustrate parts of the story. They may be used in a guessing game by asking for the name of the story and the scene which it illustrates.

b. By telling.

Story-telling in relays. Each pupil ready to take up the story where the other left off. If the story has three distinct parts, three pupils should participate. Story-telling using posters or illustrations.

c. By reading.

Let one person impersonate the book, reading all the descriptive parts, and others read the character parts. Let one or more read the dialogue parts while the descriptive or book parts are told.

Let one give the pantomime while the others read.

d. By playing.

Dramatizing character parts, as one reads.

Interpretation through pantomime, or movie, while others read or talk.

Telling a story in dialogue or spoken drama.

5. Presentation of stories.

The children should have the responsibility of selecting the material for the reading party or assembly program. The ability to recall a story after a lapse of time, to use some illustrative material to advantage, to tell a story coherently are considered.

6. Standards for judging results.

Certain desirable objectives or goals for second and third grade children can be stated in terms which they understand, as,

Each story-teller or reader or actor should:

- a. Speak clearly and distinctly.
- b. Pronounce words correctly.
- c. Use sweet voice tones.
- d. Stand well.
- e. Have a gracious, pleasing manner.
- f. Carry over to the audience the author's meaning.

Each illustrator should:

- a. Use a good medium.
- b. Use a good bold stroke.
- c. Have a story composition.
- d. Show form and proportion.

Recreational reading. The use of the library may be made a privilege. The children who finish their work before the end of the period may take their library book and use the rest of the time for pleasure reading. Whenever feasible, as a reward for work well done, a child may have the privilege of taking a book home with the understanding that a part of the story read may be told to the class or small group, or to some member of the family.

In addition, it is desirable to have library periods when children may read without interruption just for the pleasure of reading. Beginning with a short period in the first grade, the time may be extended to a half hour period once or twice a week in the second and third grades. As far as possible the same atmosphere of quiet which pervades the public library should be maintained here.

How to conduct the library hour. Selection of books made by the children under the guidance of the teacher should consume a very short time. The book selected should be retained one week, or longer, if desired. Occasionally, a book may be taken home and the story told or read to some member of the family. A card catalogue of all the books in the library should be accessible to the children and they should have some training in its use.

After each child is supplied with the book of his choice and begins the reading, the teacher may go about the room encouraging the laggards, helping them over both vocabulary and meaning difficulties, or she may select a small number from the slow-moving group and devote her time to them, while the others continue the work independently. Occasionally a child may, upon request, tell or read a part of the story to the teacher quite as an individual matter.

Additional zest is given to the reading and the story-telling by playing a game called "Winning the Audience." The reader selects and prepares a part of a selection with great care, since it is understood that this is an opportunity to win and hold an audience, for the rule of the game is that one listens or not, just as he chooses. The reader or story-teller tells his story so well that the readers engrossed in their books turn from their fascinating tale to hear a part of a story read by another. Clear, distinct utterance, good expression of ideas, and something fresh and new may challenge their attention. Each story-teller has a desire to secure the attention of his audience and does his best. An increased interest in the book from which the selection is taken also results.

Simple book reports consisting of selections of interesting parts of stories read should become a regular feature of the Library Hour. As early as the second grade the children can select, organize, and reproduce parts of stories; at first, in response to the teacher's questions, and later, independently. Children should be helped to select an interesting incident and to tell just enough to awaken interest in the minds of the auditors. Standards for checking results should be developed with the children. Many children should have the opportunity to share with others that which they have enjoyed. The organization of small groups for telling incidents read during the library period meets this

need. Additional practice in telling short units of stories read can also be motivated by preparation for a special occasion, as the morning assembly, parents' association, reading party, etc.

Cultivating the reading habit. By the end of the third grade, the library habit should begin to function not only in school, but outside of school. Children of this age should visit the public library with the teacher, observe the card catalogue, make out a library card, and select a book suited to their tastes. A suitable list of available books with their catalogue numbers should be kept within view of the children. Attractive book covers posted on the bulletin board serve the same purpose. The names of pupils who are doing the best outside reading should be listed on the bulletin board each month. A balance between reading and doing should be maintained. Whenever possible children should be encouraged to express the thoughts gleaned from the printed page in some tangible form and for some definite purpose. Some children read too much while others read too little, and many who read in cursory fashion do not learn to digest and make use of what is read. There is need, even at this early age, to instill the idea that *we read in order that we may think with another*, his thoughts serving to stimulate our own thinking. To find out what I think I read what others have thought before me. I talk with others and in the discussion I arrive at some decision or opinion.

Records kept of individual reading. A card catalogue of all the books read by each child should be kept by the teacher. This serves the following purposes: In selecting books one can ascertain quickly the books which the child has already read and can select a new one without loss of time. One can also direct attention to types which are apparently being neglected. The card record shows how many books each child has read during the school year and

thus gives a very general idea of the individual rate of reading. The following chart suggests a simple way of stimulating interest:

1. Records of Library and Pleasure Reading in second grade.
 - a. A large sheet of oak tag, twenty-two inches by twenty-eight inches ruled in spaces equal to the number of children in the class. Pupil's name, and the names of the books read are recorded in the spaces, as indicated below.

PLEASURE READING

John	Mary	Frank	Nell	Susan	Fred	Antonio	Michael
...				
...				
...			
...			

- b. Booklet made by pupils in which the names of books are recorded. The title of the book is copied from the blackboard, or from the text.
2. Book Reports:
 - a. Bulletin report, as in first and second grades. Booklet made by pupils in which an individual record is kept.
 - b. Report card: Child's name, name of book, date when read, time spent in reading; one question listed on back of card to be answered.

Summary of chapter. In this chapter the reading activities of the second and third grades have been discussed. The objectives of reading do not differ materially from those presented for the first grade. The development of the fundamental reading habits is continued. Thirty reading activities for the second and third grades are given. These include such activities as the following: using the part of of a book, reading under timed conditions, relating reading to previous experience, etc. The materials suggested for these grades include the use of bulletins, summaries, directions for work, the use of questions, problems with and without numbers, letters, recipes, diaries, talks, stories, riddles, rhymes, original poems, etc.

The reading processes, or learning situations, for these grades were presented together with the steps in reading procedure. Various type lessons were developed to show the application of material and procedure to the realization of objectives.

ADDITIONAL READINGS

1. Dunn, Fannie W. *Interest Factors in Primary Reading Material* Columbia University.
2. Parker, S. C. *Types of Elementary Teaching and Learning*. Ginn and Co.
3. Parker, S. C. How to Teach Beginning Reading. *Elementary School Journal* XXII, 15-30; 104-117; 175-188; 255-268.
4. Pennell, M. E., and Cusack, A. M. *How to Teach Reading*. Houghton, Mifflin Co.
5. *Report of the National Committee on Reading*. The Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I.
6. Watkins, Emma. *How to Teach Silent Reading to Beginners*, Lippincott.
7. Wheat, H. G. *The Teaching of Reading*. Ginn and Co.

CHAPTER IX

INITIATING CORRECT STUDY HABITS IN THE PRIMARY GRADES

Chapter content. The fundamental reading habits to be developed have been presented in the preceding chapters.

As a correlary to these reading skills the initial steps in training children in effective and economical study habits must be begun in the primary grades, for, to an increasing degree from the fourth grade on, children *read to learn*.

After pupils have acquired an adequate visual and meaning vocabulary and have learned to blend words and phrases into meaningful sentences and paragraphs, they should be taught how to organize simple material for study purposes, how to evaluate statements, economical methods of retention, and how to use books and magazines. These topics are discussed in the present chapter.

The characteristics of a good reader.¹ The desired goal is summed up in terse terms by R. L. Lyman. He says, "The good reader:

1. Reads with a definite purpose or problem in mind.
2. Grasps the author's point of view and central theme.
3. Lays hold on the order and arrangements of the author's ideas.
4. Pauses occasionally for summarizing and repeating.
5. Constantly asks questions of his reading.
6. Evaluates the worth of what he reads.
7. Continually supplements from his own mental stock.
8. Varies the rate of his progress through the reading.
9. Ties up what he reads with problems of his own.
10. Clarifies his thought by discussion with others."

¹ Lyman, R. L. The Characteristics of a Good Reader. *School Review*, 1920, p. 603.

Goal of attainment. What is the goal of attainment at the end of the primary grades? What do we term good reading at the age of eight or nine? Can children of the primary stage engage in any or all of the above named activities? The answer is "yes", remembering at all times that the fundamental laws of learning remain the same. *The work differs in degree, not in kind.* We are aware that phonic analysis, word and phrase drills, vocabulary building through context and word associations, are not yet fully controlled and that children are making crude beginnings in the control of ideas. Many children, largely self-taught through much reading, gradually acquire their reading skills by the "trial and error" method. The school aims to short circuit the process by well-directed effort to worthy ends. The foundation for good reading is laid in these early grades by using oral reading judiciously and silent reading wisely. At first, speed and comprehension are stressed as important phases of the mechanics of silent reading, while the power to organize, summarize, generalize, the ability to retain and appreciate keeps pace with mental development. Definite training for these powers and abilities should be begun in the primary grades.

Training in the ability to follow directions. Such exercises as those indicated under careful, precise reading, page 149, are invaluable aids in helping children to get the idea that words convey thoughts which affect their *thinking* and doing. The language reading units become meaningful to them through the various activities out of which they are developed and become more significant as they are used still further for other purposes, such as, directing the work of an individual or group in reproducing Eskimo life on the sand table.

The same type of careful, precise reading is continued in connection with the reading text. Directions for reading,

for doing something which the lesson suggests, either in the form of dramatization, drawing, or expressing judgment may be given.

Training in the ability to grasp the central thought or essential total meaning of a paragraph. The children should become familiar with the word *paragraph*, the mechanics of the paragraph form, and the fact that a paragraph is made up of several sentences. Through such exercises as the following, they gradually grow in power to grasp the central thought of the paragraph, which lays the foundation for the ability to comprehend and organize larger units.

1. Something to do.

Count the paragraphs in the story.

Point to the first paragraph. Point to the second.

Read the first. What does this first paragraph tell you?

Read the second. Does the second paragraph tell you about children or pets?

2. Answering questions given by pupil or teacher. Avoid questions which are too easy or too hard. Encourage questions which require interpretation of material for an adequate answer. Encourage questions which observe the sequence of the story and indicate logical thinking. Note the previous illustrations given and make a careful analysis of the questions and other suggestive helps given in recent books as an aid to study.

3. Matching questions and paragraphs. Note questions for each paragraph in the story of "A Garden Helper," as presented in the *Lincoln Third Reader*.

4. Matching names and paragraphs given in correct order; in mixed order.

a. Teacher names the paragraph. Children locate the paragraph by reading as quickly as they can. At first tell the children that it is on a certain page or in a certain part of the story.

- b. Children read paragraphs and find appropriate names. What name would you give to each of the following paragraphs?

"The little pine tree became the pledge of peace, and never again was there war between these Indian neighbors."

"Long years ago there lived in Italy a good and noble king. He was known as good King John of Atri, and for his many acts of kindness was greatly loved by everyone."

Improving the ability to organize. Thorndike in discussing "reading as reasoning" says:

Understanding a paragraph is like solving a problem in arithmetic. It consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed by every word in the paragraph. It must select, repress, soften, emphasize, correlate, and organize, all under the influence of the right mental set or purpose or demand. . . .

* In educational theory then, we should not consider the reading of a text-book or reference, as a mechanical, passive, indiscriminating task, on a wholly different level from the task of evaluating what is read. While the work of judging or applying demands a more elaborate and inventive organization and control of mental connections, the demands of reading are for the active selection which is typical of thought. It is not a small or unworthy task to learn "what the books say." . . . A child thinks just as an adult thinks, the chief difference being that the child's problem is simpler, in that he uses things rather than ideas in solving his problems, and in that he takes a much shorter time for its solution. In either case, something starts the thinking. We say a problem, a question, a perplexing situation, which calls for solution. There arises in the mind, as the outgrowth of past experience or previous knowledge, possible solutions of the problem. With the child this usually means some object within his vision which he can use to advantage, or thinks he can. He tries one object after another and finally makes a selection by reasoning that the one chosen is most promising for his purpose—the solution of his problem. He tests the wisdom of his

choice by using it to solve his problem. These are the steps in purposeful thinking, and purposeful thinking takes place when there is a real problem to solve. Problems must be initiated by the child or adopted when suggested by another; they must be related to his experience; they must be definite, leading to a definite result; they must have an element of newness to secure interest and stimulate purposeful thinking. *Reading is thinking, "Reading is reasoning"* and involves the same steps in solution of problems presented under the stimulus of the printed page as are present in all purposeful thinking. It becomes necessary to present problems in connection with the reading that cause purposeful thinking. This is not at all difficult to do when reading is closely related to project activities which constantly call for organization of material and ideas in the solution of problems which arise. While children of the primary grades are primarily concerned with establishing correct eye-movement habits, and securing understanding word-recognition and their meanings, thereby increasing ability to read rapidly and to comprehend easily, another ability is gradually developing: viz., the ability to organize the ideas gained from the printed page.

If reading is thinking under the stimulus of the printed page, then the purpose which will start the thinking is of vital importance; and further, this purpose or motive will guide the process of reading or thinking and will be the basis for the selection and organization of facts in relation to the problem or purpose and will be the endpoint in reading.

The ability to organize ideas is dependent upon the ability to comprehend ideas, but the further use of these ideas is dependent upon their organization.

Training in the ability to organize. Through the use of word associations and through the use of questions which emphasize the pivotal points in paragraphs, parts of stories, and the entire story, children of the second and third grades are learning to recognize relationships. The choice of a title for a selection, the naming of paragraphs, locating "the sign post" paragraph, naming scenes or parts of a story, finding turning points in the plot, summarizing the principal points in a topic are ways in which the ability to organize can be developed.

Illustrations.

1. Naming the story.

Reading a story through to make a choice of a name or title helps children to find the central thought or point in a story. Help children to select titles that challenge attention. Keep in mind that a title must not be too long, must tell in part what happened so that people will want to read the story after reading the title. Each pupil reads as fast as he can and decides upon his name for the story. Third grade children may be able to write their own title. Each one will give his chosen title and tell why it was chosen. A vote may be taken for the best one.

2. Naming paragraphs.

"HOW THE APPLE BLOSSOMS CAME BACK."

Lincoln Third Reader.

Ask the children to read the story through to find the paragraph which tells how the apple blossoms came back. Could a more appropriate name be given to this paragraph? Could a picture of the apple showing the blossom within be made? Making the picture will help the children to name the paragraph.

Several pictures are painted in this story. Read the first paragraph again. What could be the name of this picture? Read the second paragraph. Find the picture and give it a name. Read the third paragraph. What name will you give to this picture? Are there still other pictures? Let us name the pictures we have seen and tell which paragraphs give us the word picture.

- a. The apple tree in early spring.
- b. Apple blossoms in May.
- c. The loaded fruit tree.
- d. The blossom in the apple's heart.

Choose the picture you like best. Use your crayons. Write the name under the picture.

3. Matching paragraphs.

The names of paragraphs are given by the teacher in correct order, then in mixed order, and children find the paragraphs designated. Reproduction may be used to test grasp of content. Help the children to find the central point in paragraph, reading the phrase or sentence which gives the key to the thought.

THE UGLY DUCKLING

This story is known by thousands of boys and girls. The story divides itself into seventeen incidents or scenes some of which might be named as follows:

- a. Summer time in the country.
- b. The duck's nest.
- c. The hatching of the little ducks.
- d. The birth of the ugly duckling.
- e. The first swimming lesson.

As the pupil reads, he should be asked to tell where each scene begins and ends. Perhaps more than one paragraph may be included under one name. These places should be marked by the number of the scene lightly made in the margin.

4. Naming parts of a story.

The teacher names the parts or scenes in a story in correct order, in mixed order. Children find the parts designated. The children may need help to find the sentence or phrase which gives the key to the central thought of the scene. Let each give a name to the part. These may be placed upon the blackboard, and compared with names previously given.

5. Outlining the story.

This concerns the "who, where, and what" of a story.

The teacher places on the blackboard these words.
As the children read, the outline is made: e.g.,

A RAINY DAY GAME, *Lincoln Third Reader*

Who —————The children

Where —————

What —————Played a game

HOW TO PLAY SHIP'S CARGO

The players —————

Kind of a ship —————

The cargo —————

Rules of the game —

The winner —————

6. Getting ready to play a story.

Preparation of a story for dramatization requires that the children read for definite information:

- a. To determine whether the story lends itself to this kind of interpretation.
- b. To find out *who* the characters are, *when* and *where* the action takes place, and *what* parts of the story shall be presented in each scene.
- c. To plan the dramatization.

Illustration.

What The Little Men Told Ted, *Lincoln Third Reader*.
This story lends itself admirably to "Playing Book" in which one pupil reads "what the book says," while others take character parts.

- a. Name of story or play—Children may wish to change title.
- b. Who—Ted, Ted's mother, Sugar, Protein, Mineral Matter, Fat, Vitamine.
- c. Where—dining room or kitchen.
- d. When—evening.
- e. Scene—The little men visit Ted.

In stories with more than one scene or part the children read to find out the parts of the story and to give each one a name. They will find out where one part leaves off and where the next one begins by determining the part each character plays. Two-part stories, such as, "The Lion and the Mouse," "The Ant and the Dove," should precede those where the parts are not clearly defined.

LITTLE PEDRO, *Lincoln Third Reader*

The children in reading this story may be asked, what part of the story can be dramatized. Where does this part begin? The answer, "One day an old man, etc.," may be given. What, then, is the use of the first part of the story? They may be told that this is the setting of the story. They may be given the main points in the paragraph, being asked to read to find out whether this is a good name. After reading they decide in what ways they can show any part of this story in their play.

Attention can now be given to the parts which they have decided can be acted. What is the first part? Where does it end? Who are the characters? What is the name of the second part? What is the name of the third part?

- a. The old man's story of the chimes.
- b. Pedro and his pennies.
- c. On the way to church on Christmas Eve.
- d. Gifts on the altar.
- e. The music of the chimes.

Such questions as the following are asked:

How many paragraphs does it take to tell the story of the old man? If you are to take the part of the old man, what must you be sure to say? When, does he say, the bells will ring again? How does he say this? How do you think he looked? Where was he sitting? How can

we represent the market place? An outline or plan placed upon the blackboard as a summary of discussion is invaluable; e.g.

Name of the play—The Story of the Christmas Chimes
or Why the Chimes Rang.

Setting—An old church.

Time—Long ago on Christmas Eve.

Persons in the play—Old man, people in the market place, Pedro and his brother, Pedro's father, priest, choir, king, queen, ladies, knights, puppy.

Scenes: Part 1—The old man's story.

Part 2—Pedro and his Christmas pennies.

Part 3—On the way to church on Christmas eve.

Part 4—Placing gifts on the altar.

Part 5—The music of the chimes.

Training pupils to find turning points in plot. A story rich in plot and in climax should be chosen. Old folk tales are excellent. The story should have:

- a. A strong plot.
- b. Turning points rather clearly defined, so children can recognize changes.
- c. Few mechanical difficulties.

Present a story by telling or reading it to the children. Ask them to listen to the re-telling of the first part. Let them give the part a name, if possible. Tell the second and third parts in the same way. Place the names or outline of story on the blackboard as a guide in re-telling the story in parts.

Discuss with the children how one may come upon parts which make one wonder what is going to happen next. Sometimes, some new person appears; sometimes, some new object is introduced; sometimes, someone makes a statement which arouses curiosity; sometimes, something happens which makes one feel sure that the story is going to change. Cinderella, Sleeping Beauty, Jack and the Bean Stalk may be used

to bring out easy examples of turning points in the plot, such as the appearance of the godmother, the striking of the clock, etc.

Children may take their readers and find the given story in the table of contents. Under the teacher's directions they all read until they come to a place which makes them feel that a change is coming. As soon as the turning point has been determined, the pupil may stand. The location of the turning point should be given, placed on the blackboard, and children should proceed to find the next point. At the end of the reading, *pivotal points*, including the actual movement of the plot, should appear in their proper order on the blackboard. Discussion of each give opportunity for recall of essential points in the story.

The use of the outline or *pivotal points* is invaluable in assisting children to organize their thinking. Organization of this kind functions in various ways:

1. It provides good stopping places for the reader in audience situations.
2. It provides for anticipation of development of story.
3. It furnishes opportunity for development of pantomime, movie, or other illustration.
4. It develops further interest in reading.

Training in the ability to comprehend and organize through extensive reading. The problem, as can readily be seen, is to train in economical and effective library habits. The Library Hour serves this purpose. Children choose books at or before the hour under the guidance of the teacher, and each child devotes himself to the reading of his chosen book for no other reason than pure enjoyment. Occasionally, it may be suggested that contributions be made by the members of the group, but the suggestion should come from the children rather than from the teacher. This may take one of the following forms:

1. As a teacher goes about giving assistance with troublesome words or helping to clear up hazy notions by stimulating questions, she may also ask for reproduction of a paragraph, or part of a story; or a portion may be read orally; or she may ask a pupil to read aloud to the class, while the others read or listen just as they choose. This method stimulates oral rendition and concentration upon the work in hand. Reproduction of interesting parts can be used in the same way to arouse interest among others in the book from which the selection is given. These book reports may be given during the morning exercises, at the story-telling time, or may be prepared for a special program.

2. Tests may be given which test a child's judgment in selecting the funny incident, the best description, the most attractive character, the "villain in the play" and the like. Other tests may be devised by having sides represented by story-tellers, checking their work by a class-devised standard. Chalk talks may be arranged by having sketches previously drawn on large sheets of manila paper to illustrate an incident told to the class.

The best test of wide library reading is the ability to use what is read when the occasion offers itself. Devices which strengthen thoughtful reading are desirable. The teacher should avoid making reading sieves of the children.

The use of questions. A thoughtful question by the teacher or by a pupil helps the child to get thought in reading, but if the children are familiar with the material there can be no thought questions used as motives for reading. For this reason the practice of telling the story, or giving the main ideas of the story before the child is allowed to read is questionable. Beginners who have small reading vocabulary, and foreign children who are struggling with both a speaking and reading vocabulary may need this familiarity with the content of reading material as an approach to reading; but

since reading is thought getting, the opportunity to get the thought should be provided and stimulated by questions which direct thinking.

These questions are of three types:

1. The large pivotal questions on the whole selection, or a part of it.
2. Subordinate thought questions to bring out supporting details.
3. Questions which call for the exercise of discrimination and judgment.

1. *The question involving the main idea or ideas in a story.*

The amount of material which a child can read to answer a pivotal, or main question, will vary with the power of the child, the nature of the material, and the amount of time given to the reading. Since the interest span of little children is short, purposes cannot be held in mind a long time; consequently, the child beginning to read is able to answer questions related to short units of thought. At first, a thought question for each sentence is necessary. These should increase in scope so that a group of related sentences must be read in order to answer the question. Finally, the child should be able to keep in mind the main points in a longer unit, the paragraph or part of a story, or the entire story, without the use of any subordinate questions. Time should be spent by the teacher in developing this ability to *think through* a story in response to questions which assist the child in getting the main points. The answers to the questions form a kind of outline, and when recorded upon the blackboard, training in consecutive thinking is developed.

2. *The subordinate thought questions.* With young children the subordinate thought question is necessary, as we have seen. When children are capable of getting the main point in a paragraph or part of a story, or the central thought conveyed by an entire story, some attention, should, also,

be given to details which help to define the main ideas by making pictures more vivid and the characters more real. Children find pleasure in reading a paragraph or a story a second time in answer to questions related to supporting details. This calls for careful reading and secures accuracy. Too many questions of this type tend to destroy the ability to find the central or pivotal thought and to weary the child with trifles. Children need to be trained in asking good thought questions by rejecting the useless and the trivial.

3. *The questions exercising judgment.* Unless one has the ability to evaluate the worth of material read, reading as thinking cannot take place. As Dr. Thorndike points out, to "find out what the book says" is no mean task. "Reading requires the ability to see relationships existing between facts themselves and the relationship these facts bear to the purpose for which you are reading." Children of the primary grades can begin to discriminate, evaluate, and express judgments in a very simple way. They are just beginning to understand that some things are worth while and some less so. They are beginning to recognize these same relationships in their reading. The school should provide such training in judgment that the habit of judging material is formed. Through the use of the main or pivotal question which provides the basis for selection and evaluation of facts, one provision for the exercise of judgment has already been made. Through the use of the subordinate thought question, selection of facts on the basis of relative worth, also, exercises judgment. Judgment and thought-getting can be further stimulated by the use of additional questions after the main or motive questions have been answered.

Children should receive training in asking questions through the type of questions asked by the teacher, by being shown that questions asking "What" test the memory; that questions asking "Why" test judgment; that questions

asking "How" test the evaluation and use of facts. Through the use of the outline, paragraph names, the "signpost" paragraph, the summary of discussions, both orally and in writing, through the selection of words in association, the guided words and phrases, children learn to study effectively, which means that they *think* as they read. The immature reader has little appreciation of relative values, but beginning in the first grade, through the work which establishes standards by which judgments may be expressed, there is a gradual development of the ability to classify, to organize, and to evaluate the material of the selections read.

Retention. Retention is of equal importance with speed, comprehension, and organization as a method of study; for to read and remember what is said is what makes the acquisition of knowledge possible. We know that we are able to recall more facts gained from the printed page, if we know that we are to be tested upon it, or if we have an immediate use for it; therefore, motivation is an important aid to memory. We, also, know that a single reading does not yield the desired results. Germane says, "The value of a single reading as an aid to comprehension and memorizing is low."

Tests and experiments show that:

- a. A single reading is not sufficient for comprehension, though, if effective study habits were established, one reading would probably suffice.
- b. Pupils lack the ability to recall any considerable portion of contents: the maximum is about fifty per cent immediately after reading.
- c. Delayed recall, when the interest is not all compelling, yields an astonishingly low return, possibly because the laws of association of ideas have not been sufficiently recognized. This makes daily summaries, weekly and monthly reviews, therefore, doubly important.

This is one reason for the use of selections which may be or should be a part of a larger project as indicated in a previous discussion. The proper association of ideas can be brought about by arousing anticipatory interest in the main project.

1. *Training in the ability to remember what is read.*

- a. A number of ideas held in mind at the same time, and reproduced in action.

Materials: A number of cards containing short paragraphs which can be interpreted in action. Each child receives a card and places it face down upon the desk. The teacher says: "When I call a number, turn your card quickly and read. When you know what to do, turn your card over. As I call your name, do what the sentence tells you to do." The pupil who fails to hold in mind all that is given should read again.

Play you are a little girl.

Rock your doll to sleep.

Play you are a little boy.

Walk on tiptoe to the door and open it softly.

Pretend you are an Indian boy. Shoot an arrow from your bow. Run to the place where the arrow fell. Pick it up and place it in your quiver.

Do this:

"To the cradle then she did softly creep,

And rocked the baby till it fell asleep.

Then stepping softly, she took the broom,

And swept the floor and dusted the room."

- b. A number of ideas held in mind and reproduced in pictures.

Materials: Some pictures of house furnishings cut from a catalogue or from an advertisement; a large

piece of cardboard with "Our Furniture Store" written at the top; a bottle of paste; a box of toy money; and a hectograph sheet.

The teacher hands a hectograph sheet to each child who places it face down upon the desk. She says: "When I call a number, turn your paper quickly and read. When you know what to do, turn your paper over. As I call your name, do what the sentences tell you to do." The pupil who fails to hold in mind all that is given should re-read and try again.

Paste the kitchen table in the middle of the cardboard.

Make \$5 like this at the left of the table.

Paste the kitchen chair at the right of the table and place a pan on the table.

Paste a bed near the lower edge of the cardboard and place a stand near the bed.

Make \$9 like this at the left of the bed and \$4 like this at the left of the stand. These numbers tell the price of the bed and the stand.

Tell me the price of the table, the bed, and the stand.

Paste a rug at the right of the bed. Put a desk on the rug and a chair in front of it.

Write \$6 on the rug and \$8 on the desk. Tell me what they both cost.

Let us play store. Go and buy two things. Do not spend more than \$10.

- c. Best ways of remembering what has been read.

Material: A selection which may be used for some purpose other than practice provides good motive. Give the children the following plan after discussing the best ways of remembering what has been read.¹

¹ Taken from the *Learn to Study Reader*, Book Two. Horn, Ernest and McBroom, Maude. Ginn and Company.

Read the story through carefully once to get the story well in mind.

Read it again choosing the main things which you want to remember.

Close your eyes and try to say these main things. You may make a little outline, if you wish to do so. Look back to see if you have missed any. Try this until you can say them all. Act out the main things which you have learned.

2. *Training in the ability to reproduce.* The true audience situation demands that the speaker have something worth while to present to the audience. In reproducing a story or selection, or any part of it, previously read by the class some motive should be provided which compels the attention of the entire group. The auditors may listen as critics and offer suggestions. They may evaluate the relative worth of the material by comparing it with another story. The following ways are suggested:

- a. Reproducing a paragraph or part of a story. Note the need for improvement. Have a second reproduction follow the second reading.
- b. Divide a story into short thought units, paragraphs, or parts of story and assign a part to each pupil and have the story told in relay. Those not participating in the story-telling should listen carefully and note whether the pupil presents just the part assigned. When a point is introduced from the next section, pupils indicate their disapproval by standing.
- c. Let each child read a different book, story, or article and prepare to tell the most interesting part of it to the class.
- d. Have children change a narrative to conversation form, and v ce versa.
- e. Have the children tell the story from the standpoint

of one of the characters, such as the story of "Pied Piper of Hamelin" told by the Pied Piper, the Mayor, one of the children.

- f. Have children read and dramatize.
- g. Have the children read and illustrate parts for movie scenes to accompany the lecture or storytelling.

Training in the use of books. An efficient workman is dependent upon good equipment. He needs to know the tools with which he works and how to handle them skillfully. He needs to know how to care for them properly. An efficient reader is dependent upon good equipment. His tools are books of many types, magazines, and newspapers. He needs to have accurate knowledge of his tools and ability to use them. He needs to know where to go to find the information that he needs and he must be able to locate it as quickly and directly as possible.

Children need training in the economical and effective use of the tools of reading. With children of the primary school this means contacts with good books chiefly though some interest in the newspaper and magazine.

Table of contents. Through the table of contents one can learn the nature of the book, the subject matter which it contains, and just where to find it. It is desirable, therefore, to train children in the habit of using the table of contents as an effective and economical means of locating data. This habit should be acquired by its constant use as need arises in daily work. Little children of the first grade should be taught to make use of the table of contents in finding the selection to be read. Sometimes the teacher may call attention to the heading under which the story will be found. Children should be taught to glance quickly at titles and note whether the first part of the title corresponds to the part for which they are looking.

Word lists. A list of difficult words, or the vocabulary used in the book is often found in the back of the book. Children of the second and third grades should make use of these lists as additional drill exercises in securing word mastery. Their attention should be directed to the alphabetical arrangement of the words. In looking up words, not only the first letter of the word has to be observed, but the second and third, in order to know where to find the words quickly in the list. This is the beginning of dictionary work. Sometimes diacritical marks to indicate the long and short sounds of the vowels are used; sometimes a word is spelled as it sounds, and the child should be taught to make use of the pronouncing key. This work may begin in the third grade but receive more attention in the fourth grade.

Chapter headings. Children of the primary grades occasionally read books which are divided into chapters or parts. They are introduced to another use of the Roman numerals, and get a conception of organization when their attention is directed to the use of the chapter heading or name.

Title page. Children in second and third grades are interested in finding the title of the book together with the name of the author and illustrator, particularly, if the teacher adds something of personal interest.

Illustrations. The illustrations in many of the children's books are fascinating in both theme and color and are worthy of attention. Children of the third grade should become familiar with the work of some of the better known illustrators and be able to note characteristic differences.

How to use reference material. Children should have some knowledge of a library and the helps to study which are provided for the old and young. Third grade children can be introduced to the library card, the card index, reference books, and indexes. They can be encouraged to recognize

and use to a limited extent, notes, index, glossary, chapter headings, at first in their own book, and then in other books.

Card catalogue of library books. A card catalogue of the books in the library should be made using the same plan as that used at the public library. Children should form the habit of consulting the card catalogue before turning to the open bookshelf.

Care of books. Children should be taught the importance of clean hands and care in handling books. They should be taught how to turn pages, how to locate pages quickly; how to use a book mark; how to hold the book properly; how to place it on the shelf, etc. They should understand why they should not write or mark in the school texts or the library books.

Book plates for individual books. In order to encourage the development of a library in the home, some plan whereby one book a year may be purchased by each child beginning the first grade should be initiated. A set of books or single copies may be purchased by the children and used in the school until the end of the year at which time the books are returned to the children. An added incentive to encourage possession of a few good books is the child's bookplate. The art department in the junior or senior high school could develop some bookplate design suitable for each of the grades and printed in sufficient number to supply the pupils of these grades; or the children of the intermediate grades may be given the problem of developing simple suggestive designs suited to the purpose.

Training in the ability to judge equivalent ideas. "The Fox and the Grapes" is used for an illustration. The purpose of the lesson is to test the children's ability to recognize the following ideas when they are written in different form:

1. The fox was strolling through an orchard.
2. "Just the thing to quench my thirst," said he.

3. He jumped again, but with no greater success.

4. He tried to get the tempting morsel.

The procedure of the lesson is as follows: Read the story silently, but as rapidly as possible. Have the following sentences written on the board:

1. The fox was walking slowly under the vines and fruit trees.

2. The fox said, "If I could get the grapes, I should not be thirsty."

3. He jumped again, but failed to get the grapes.

4. The grapes looked so good that he tried to get them.

Have the children read these sentences silently. Ask them to open their books and read orally the parts which prove the sentences on the board to be correct.

Summary of chapter. Correct study habits should be initiated in the primary grades. The pupils of the first three grades should be trained to organize in a simple way the material of reading and other textbook assignments. They should be taught the initial steps in locating data, following directions, finding the central thought of a paragraph, determining the turning point of a story, judging equivalent ideas, and in retaining and reproducing what is read.

PART III

READING IN THE INTERMEDIATE AND GRAMMAR GRADES

CHAPTER X

READING OBJECTIVES OF THE INTERMEDIATE AND GRAMMAR GRADES

The reading habits, skills, and abilities which the pupil has acquired in the first three grades. The pupil who enters the fourth grade has a fair mastery of the mechanics of reading through his ability to pronounce written and printed words, to recognize the meanings of words, and to interpret sentences and paragraphs.

He has acquired the habit of reading silently before any attempt to read aloud is made. He has learned to blend words into phrases; to attack new words through pictures, illustrations, context, phonetics, word analysis, and by comparison with similar known sight words. He has had some training in reading for a definite purpose, such as, gaining desired information, or in answer to a question. He is learning to use ideas gained from reading in new situations. He gets simple facts accurately from his reading. He often interprets the thought obtained from the printed page by means of some other form of expressive activity. He reads orally simple narrative material with expression, uses good voice tones, clear enunciation, and correct pronunciation. He reads silently at the rate of about 135 words per minute and gets the thought accurately.

What reading abilities must he be able to make use of in the intermediate grades? The summary presented above

indicates clearly that the pupil has made considerable progress towards reading maturity in the first three grades. He has acquired the fundamental reading habits and has made a fair advance toward mastery of the many reading abilities which he must be able to exercise in the intermediate and grammar grades and in his after life. He is in possession of what Parker terms "the elementary skills" and is now ready for the more difficult "thoughtful processes."

These "thoughtful processes" involve a study of literature, history, arithmetic, language, geography, science, nature, health, citizenship, and other fields. The pupil is now introduced to the textbook for the first time. He now finds it necessary to consult geographies, industrial readers, arithmetic texts, histories, language books, elementary science texts, and other books in order to prepare the lessons assigned to him. He must now perfect the ability to study effectively initiated in the primary grades. A canvas of the fields listed above should give one many of the reading abilities necessary of development in the intermediate and grammar grades.

Reading abilities involved in geography study. In order to use geography texts and collateral geographical references for the purpose of gathering data for the solution of human life problems, the pupil of the intermediate grades must become thoroughly familiar with the mechanical features of the text. He must learn the use of the table of contents, the index, the appendix, and the glossary. This involves a knowledge not only of what may be found in each of these sections, but the ability and desire to make use of them. He must learn the significance and importance of chapter and paragraph headings and how to use them in preparing outlines and summaries. Modern geography texts cite numerous cross references. These he must learn to find and use as supporting data.

He must acquire the ability to read and interpret maps, figures, diagrams, charts, illustrations, pictures, tables, and other statistical and graphical material. Maps are presented for a variety of purposes. They show physical features, contour lines, locations of cities, climatic regions and controls, rainfall, drainage, vegetation, distribution of population, boundary divisions of states and countries, transportation lines, produce acreage, mineral deposits, length of growing season, manufacturing areas, irrigation projects, domestic animal centers, and other geographical features. These data are shown by lines, dots, colors, hatchwork, and other symbols. The maps are drawn to scale, the scale varying with the area of the region portrayed. Horizontal and vertical bars, rectangles, circles, and illustrations are used to represent quantitative data. The pupil must be able to read and interpret all these in order to solve his geography problems.

He must be able to make comparisons. He is required to compare tables, maps, etc., and to draw valid conclusions from them. He must compare areas drawn on the same scale and areas expressed in square miles. He must compare scales used in drawing maps of various sizes. He is called upon to compare densities of population, produce and cattle raising areas, rainfall and drainage maps. He is asked to show the relation between physical facts concerning the same region; e.g., show relation of rainfall to types of plants along fortieth parallel in the United States from east to west.

He must be able to select details supporting the main heading of a paragraph. He must find the answers to specific questions placed at the close of sections. He must connect illustrations with appropriate reading matter. He must be able to summarize data and to draw valid conclusions from them.

Certain basal facts in geography must be memorized, such as, names of continents, oceans, chief countries of the

world with their locations, principal bodies of waters, straits, peninsulas, etc. Certain other facts need not be permanently memorized, but must be subject to recall while the problem under investigation is before the pupil.

The pupil must learn to do independent collateral reading. Such problems as the following are presented in our modern geography texts: Do you think that it would be advisable for a young man or woman from the United States to go to one of the West Indies to live? Ref. *National Geo. Mag.* Vol. 38, pp. 1-30. Chamberlain, J. F. and A. H. North America pp. 222-234. (Macmillan). The modern method of teaching geography makes use of the geography textbook only as a valuable reference book. Many other books containing geographical data are used in connection with it.

In connection with this reference reading, the pupil is required to use a card catalogue in a library and to consult a Readers' Guide to Periodical Literature. In *McMurry and Parkin's Advanced Geography*, lessons in the use of these reference helps are given. This is merely a recognition of the fact that the teacher of reading has not, heretofore, considered it a function of the reading course.

Reading abilities necessary to a study of history. One of the widely used American histories for the intermediate grades provides at the close of each chapter a series of questions based upon the preceding context. A random selection of the questions taken from these chapters is presented below with an analysis of them to illustrate some of the reading abilities necessary for their solution.

1. How many days does it take for a steamship to cross the Atlantic today? How long did it take Columbus? How do you account for this?

This requires the pupil to obtain from a reference book certain data concerning the length of modern Atlantic voy-

ages, methods of transportation, power used on steamships, etc. He must read his history text to ascertain the same facts concerning ocean transportation in the fifteenth century. From these data he draws certain conclusions as to the reasons for long voyages in Columbus' day. This, then, requires the pupil to be able to find material relating to a problem, to collect, organize, and interpret facts needed, and to arrive at a conclusion justified by the data.

2. Trace on the map or globe the voyage of Columbus and that of Vasco de Gama. Which seemed to be the more important at that time? Give reasons for your answer.

The pupil must be able to read maps and to express graphically facts obtaining through reading. He must judge relative values. He must cite evidence to justify his conclusions.

3. Give as many reasons as you can for believing that Columbus was a great man.

The pupil must be able to review the materials of earlier readings for material necessary to answer this question.

4. How was an Indian wigwam made? Perhaps you can make a model of a wigwam.

This involves the ability to recall described details and to follow directions accurately.

5. What was the work of the Indian brave? Of the squaw? Do you think there was a fair division of labor between them?

This question involves ability to summarize, to recall, and to judge relative values.

6. Trace on the map the route Magellan followed. How did he carry out the idea of Columbus? What did Magellan's voyage prove?

To answer this question requires ability to read maps, to express graphically facts mastered through reading, and to apply them in proving a statement.

7. Do you feel that Cortez and Pizarro proved themselves more highly civilized than the people they conquered?

This requires the ability to find data which will aid in the solution of a problem.

8. What did Raleigh teach the people? What do you think of him and of his work?

Here is required the ability to obtain definite information for the purpose of answering a question.

9. In what ways did Drake and Raleigh show themselves more worthy than Cortez and Pizarro?

The pupil is required to select essential data, make comparisons, and arrive at a judgment.

10. What object did the London Company have in mind at first in making a settlement in America? Do you think the company was wise in its choice of settlers?

This question involves a critical interpretation of the data presented.

11. Why did so many of the Pilgrim settlers die during the first winter at Plymouth? How did their difficulties compare with those of the Virginia settlers?

This requires summarizing and making comparisons.

12. What mistake did Champlain make with the Iroquois, and how did the French suffer later for this mistake?

This requires the use of the index, a skimming over material to find certain data required, and the use of this data in interpreting the significance of the events of the chapter.

13. In an imaginary walk through the streets of Phila

delphia, mention some of the interesting things you would see.

The pupil here must visualize described details.

14. How did George Washington's early training fit him for his first mission from the Governor?

Here is required the ability to read an article, grasp its basic truth, and apply this to another situation.

Johnson¹ makes the following suggestions concerning studying and learning a lesson in history:

- a. Notice the heading of the paragraph.
- b. Read the paragraph.
- c. Does the heading really tell what the paragraph is about?
- d. Read paragraph again and find all of the different points that are mentioned. State in three or four words each of these matters and write them in your notebooks.
- e. How many of them would you expect to find mentioned under this heading?
- f. Point out all the matters that you would not expect to find mentioned under this heading.
- g. Put them together and think of the kind of heading under which you would expect to find them all mentioned.
- h. What is the subject of the chapter?
- i. What things in the paragraph are directly connected with this subject?
- j. What have the other matters to do with this subject?
- k. Are they necessary to give an idea of this subject?
- l. What points are necessary?
- m. What points, then, are most important for this subject? Least important?

¹ Johnson, Henry. *Teaching of History*, pp. 308-9. New York: Macmillan Company, 1915.

"From the outline thus made the pupil sums up the paragraph in his own words; then, laying aside the outline, he sums up the paragraph. Finally, the whole lesson is summed up in this manner. Emphasis is thus laid, not on the outline itself, but on the use to which it is put. The test of value is the connected account which the pupil is able to give.

These suggestions on how to study and learn a lesson in history constitute to a degree the technique of reading, and this technique should be developed in the reading class so thoroughly that it will carry over into the study of history, geography, and other content studies."

Lack of specific training for reading arithmetical material. Various investigations show the variation in reading ability due to the change in subject matter. Miss Wilson calls attention to the fact that pupils who read, very well, selections from their readers do not show the same ability when they try to read their textbooks in geography and arithmetic. She believes that the variation is due to a lack of specific training which would make the reading of arithmetic as easy as the reading of a narrative.

The scores from a series of tests of narrative reading material, of grammar reading material, and of arithmetic reading materials indicate that the reading in arithmetic is poor while that of informational and narrative material is relatively good. Miss Wilson² says:

The failure to answer the questions relative to the reading of the arithmetic was not because of any arithmetical calculations or reasoning involved, the questions being mere fact questions.

Pupils are trained to read and answer questions relative to narrative informational subject matter and poetry. No technique has been developed for reading arithmetic material.

² Wilson, Estaline, Specific Teaching of Silent Reading, *Elementary School Journal*, Vol. 22, page 140.

Miss Wilson states further:

It is generally understood by teachers that much of the failure on the part of pupils to solve arithmetic problems is due to poor reading and the consequent inability to understand the problems. In an effort to overcome this difficulty, pupils have been told to "read the problem carefully." This has meant "read the problem orally," or "read the problem over again." Sometimes the teacher feels it necessary to read the problem to the pupils.

If the standards which obtain in the reading classes were applied to the reading of arithmetic problems, the resort to reading aloud would not be a matter of so much concern; but the reading of problems is seldom good reading. Both pupils and teachers are satisfied when the words have been called in a meaningless fashion, the major emphasis being on calling out the numbers.

Investigations in other subjects have shown that frequently individuals who read orally with apparent facility comprehend only a small part of the material which they read. If pupils are questioned regarding the simplest statements in arithmetic problems they have just read, it will commonly be found that they have been merely pronouncing empty words. This is much more frequently observed in arithmetic than in geography and other subjects employing ordinary narrative material.

The special situation in the case of arithmetic is no doubt often due in part to the fact that the wording of the problem is obscure; but this is not the whole explanation, because the same difficulties are often noted where the wording is perfectly clear. The more probable explanation is that pupils feel very little responsibility for knowing what they are reading, apart from the numbers involved.

In not a few cases, the first real attention to careful reading on the part of the pupil is when he is called upon to explain a problem to the class. When pupils who have read and studied a problem laboriously are called upon to "explain" the method of solving it, they are seldom able to state the conditions of the problem without constant reference to the book. In story-telling or in history pupils are expected to read and to reproduce the story—and they can do it to the extent of pages of slowly moving narration—but three or four lines of the sort of reading which makes up the arithmetic problem are very seldom reproduced successfully. The difficulty lies apparently in the fact that teachers have not called upon pupils to master the story of the arithmetic problem; consequently pupils feel no responsibility for remembering any of the 'reading' parts of the problem—they think it only necessary to show that they can figure successfully.

Reading abilities necessary for arithmetical material.

A survey of several widely used arithmetic texts indicates the following abilities necessary in order to read and comprehend arithmetic material:

1. Ability to read arabic numerals to and including the fourth place figures.
2. Ability to read Roman numerals.
3. Ability to pronounce and use a special arithmetical vocabulary including such words as units, tens, hundreds, thousands, millions, billions, addend, minuend, subtrahend, multiplicand, multiplier, product, remainder, dividend, divisor, quotient, numerator, denominator, decimal, etc.
4. Ability to read fractions and decimals accurately and fluently.
5. Ability to follow directions with accuracy and reasonable speed.
6. Ability to read and understand such symbols as \div , $-$, \times , $+$, etc.
7. Ability to comprehend and interpret short statements in problem form involving both a word and a numerical vocabulary.
8. Ability to select the essential data in problems and arrange them in their logical order.
9. Ability to read and interpret graphs, tables, invoices, bills, checks, notes, receipts.
10. Ability to read and interpret scales to which magnitudes are drawn or expressed.
11. Ability to visualize and recall number combinations.
12. Ability to compare magnitudes on the same scale or on different scales.
13. Ability to form judgments.
14. Ability to express and interpret the numerical ex-

pressions of the quantitative relations that come within one's experience.

15. The habit of seeing such relations, particularly those vital to one's welfare.
16. A knowledge of business and industrial practices that will enable one to interpret references to such practices met in general reading, or in social and business intercourse.
17. Efficiency in computation.
18. Ability to compare in terms of greater or less and to interpret in terms of numerical value.
19. Quantitative comprehension—the reading of number problems for the purpose of setting up the solution activity.

In general these abilities may be summed up in the following statement: pupils should be able to read a problem with care, thought, and comprehension; to analyze and arrange in an orderly manner the data given; to determine the precise data required; to select in their proper order the various processes necessary to effect a solution, and to judge beforehand a reasonable result to expect.

The reading abilities necessary for effective preparation of language work. A survey of any one of our widely used language books for the intermediate or grammar grades will demonstrate that the reading abilities heretofore mentioned are necessary for effective study of this subject. A random selection of assignments in a language text indicate the need of the following reading abilities:

1. *Command over an adequate reading vocabulary.* Among the numerous words used to explain the language work of these grades are the following terms: *initial, abbreviate, capital, stanza, noun, verb, adjective, adverb, apostrophe, colon, comma, constructions, conjunctions, dialogues, dictation, dictionary, dramatization, exclamatory, hyphen, indentation, in-*

terjection, italics, outlining, paragraphs, period, phrases, plurals, possessive, predicate, preposition, pronouns, pronunciation, punctuation, question mark, quotation, singular, subject, vocatives, etc.

Besides this special vocabulary, numerous vocabulary and pronunciation studies are given throughout the book. For instance, pupils are asked to distinguish the following words; *plod, walk, tramp, march, step.*

2. *The ability to read the printed or written expression of others with proper ease, speed, and comprehension.* Such an ability is involved in the study of the entire text. Numerous selections are given such as "The Contented Old Woman" by Joseph Jacobs, "Getting Rich" adapted from Tolstoy, "The Postman" by Abbey Farwell Brown, "The Sycamore Child" adapted from an African folk tale and many others. The pupil is asked to read these stories silently and rapidly and to be ready to tell them to the class.

3. *The ability to use dictionary, encyclopedia, atlas, indexes, etc.,* is involved in the vocabulary studies presented.

4. *Speed in reading is stressed by such assignments as the following:*

SILENT WORK

Read the fable below silently in one minute.

THE FOX AND THE CROW

A crow sat on the branch of a tree. She was eating a piece of cheese. A hungry fox ran under the tree and asked her to sing for him.

The silly crow could not sing at all. But she opened her mouth and tried. Of course she dropped the cheese.

The fox gulped it down in a hurry. Then he ran away laughing.

5. *Ability to read a selection, grasp and give its main points.* This ability is required where stories are presented followed by such questions as the following:

SAFETY FIRST: FIRE

Once a collie and a baby were sitting alone by a fire. The baby was in her little chair, and the collie was on the rug by her side. She reached out her little hand to pat the collie, and upset her chair.

She fell so near the grate that her dress caught fire. How do you think the clever dog saved her? What should you have done?

He pulled the rug over her burning dress and put out the fire.

Fire cannot burn without air. What happens when someone puts too much coal on a fire? The fire goes out because it is choked for want of air. It dies as quickly as when you put water on it.

If your clothes catch fire and you begin to run, what happens? Why? The more you run, the more air you give the fire and the faster it burns. Then what should you do?

Suppose you suddenly see your clothes afire, and you remember that you must not run, what can you do? If you stand still and call for help, it may not come in time.

If you are in the house, look for a rug, a blanket, or an overcoat. Try to choke the fire by keeping the air away from it.

If you are outdoors and cannot get a coat or a cloak, squeeze the burning cloth into a bunch, so that the fire cannot get air. If you are near sand or loose earth, cover the burning cloth with it.

PRINTING A FIRE CARD

Print in large, plain letters a fire card to take home and show the family. Make four sentences telling:

1. What you must *not* do.
2. Why you must not do this.
3. What you should do indoors.
4. What you should do outdoors.

6. *Ability to comprehend and follow printed or written directions with accuracy and reasonable speed.*

GIVING DIRECTIONS

If you were lost many miles from home and no one you met could tell you clearly how to find your way, you would realize how important it is to be able to tell exactly how to go from one place to another.

How far do you live from your school? On how many streets or roads do you walk between your home and the school building?

Draw on the blackboard or on paper a map of all the streets or roads that you pass through on your way to school.

Print the names of the important streets on your map.

Divide the class into four groups, those who live north, east, south, and west from the school.

Let each group plan and draw on the board a map of its section.

In the city you would mark streets, open spaces, parks, and churches or other prominent buildings. In the country you would mark roads, bridges, churches, signposts, and other landmarks.

Let one pupil from each section point out on the map how he comes to school.

7. *The ability to comprehend clearly and visualize described details.* This is shown by assignments which require pupils to dramatize stories which have been presented for class study.

8. *Ability to find collateral and illustrative material in regard to problem or topics under discussion.* This is indicated by such questions as the following:

Tell what you have found out about the care of some animal. Tell what kind of place it must live in, how it must be kept clean and well, what to feed it, and how to give it food and drink.

9. *Ability to read a selection and grasp and give its main points.* This is evidenced by such directions as the following:

- a. Study this story so that you can tell it in a few words.
- b. Read the following story silently and find a title for it.
- c. You have only a moment to tell this story to the class.
- d. Sketch into a single sentence the most important part of it.

10. *Ability to find data which will aid in the solution of a problem or in answering a question.* Illustration: Read a sentence which tells that the crow did not believe the fox. Read the sentence which shows that the fox was not telling the truth.

11. *Ability to interpret and remember for the purpose of reproducing what is read.* Numerous stories are presented which pupils must reproduce in their own words.

12. *Ability to read orally so that listeners can understand, interpret and appreciate.* Such assignments as the following are given: As this poem is read to you, sit with your books closed and listen carefully so that you can answer questions about what happened. (Then follows a poem.)

13. *Ability to appreciate and enjoy good literature.* The following assignment is found in Manly, Bailey and Rickert's *Lessons in English* page 100: "Read the Sea Shell aloud and see if you can make it rock like a boat."

THE SEA SHELL

Sea Shell, Sea Shell,
Sing a song, O please!
A song of ships and sailor-men,
Of parrots and tropical trees;
Of islands lost in the Spanish Main,
Which no man may see again,

Manly, Bailey, and Richert, *Lessons in English*, page 66.

Of fishes and corals under the waves,
And sea-horses stabled in great green caves,
Sea Shell, Sea Shell,
Sing me a song, O please.

14. *Ability to appreciate the significance of each word used in a concisely expressed statement or principle.* The story is given, such as, "The Shipwreck of Alexander Selkirk."¹ The pupils are given the following assignment: Pretend that you have been shipwrecked on an island and are afraid that people will not find you before you die? As you have no paper or pencil, you cut a message with your knife on a rock. It is such hard work that you cannot cut a long message. What shall you say?

15. *Ability to determine the relative importance of different facts.* After presenting a story, the pupil is asked to give a sentence which tells the most important point in the story. He is then told to give the entire story in three sentences.

16. *Ability to summarize a paragraph or article in which many details relating to a point accumulate as the paragraph or article progresses.* The story is like a train of cars. First comes the engine to make them all move, then comes the first car which brings on another and another. In the story given below tell which event is the engine that makes all the others move, Then show how each event is tied to the one before it. (The story follows.)

Reading abilities necessary to effective study. This cursory survey of the situation confronting the pupil in the intermediate and grammar grades in the preparation of his school work suggests that in addition to perfecting the pupil in the fundamental reading habits the teacher of the grades above the third must give the pupil definite training in effective study habits. This training will include the development of the ability:

¹ Manly, Bailey and Richert, *Lessons in English*, Book I, page 75.

1. to increase his vocabulary.
2. to read and interpret maps, charts, diagrams, etc.
3. to follow directions.
4. to visualize described details.
5. to select the central thought and its supporting details.
6. to locate data.
7. to organize data.
8. to compare statements.
9. to judge the value of data and the relative worth of statements.
10. to summarize.
11. to do independent, collateral reading.
12. to use books effectively.
13. to draw valid conclusions.
14. to retain information for later use.

Other objectives in reading for the intermediate grades.

The teacher of the intermediate and the grammar grade pupil must not only develop the study abilities enumerated above, but she must provide for rich and varied experiences in the fields of investigation and thought discussed in chapter II. The National Committee on Reading in discussing the aims of reading instruction in the intermediate grades states them as follows:³

1. To provide rich and varied experiences in practically every field of thought and activity for which pupils are prepared, such as history, biography, geography, travel, science, art, recreation, and literature. Abundant opportunity should be provided for reading relatively simple material in the classroom, in the library, and at home. Each content subject, as well as the reading period, should contribute to rapid growth in experience. It is far more important in these grades for pupils to acquire rich experience

³ National Society for the Study of Education, *Twenty-Fourth Yearbook*, part I, page 56.

through reading relatively simple material than it is to develop ability to read difficult selections accurately.

2. To continue the development of interest in entertaining, instructive, and worth while reading, and to give elementary training in the sources and values of different types of reading material. Special effort should be made to develop strong, wholesome motives for reading among pupils who do not read widely.

4. To improve and refine the habits of recognition in both oral and silent reading. This includes the development of greater speed, accuracy, and independence in word recognition, a decrease in the number and duration of fixations, and the elimination of most regressive movements. Special emphasis on speed of silent reading is appropriate during this period.

5. To improve the quality of oral interpretation and to develop standards for use in oral reading situations. It is important that strong motives for reading and real audience situations be provided.

6. To provide systematic instruction in the economical and skillful use of books, in the privileges and opportunities which libraries afford, and in the intelligent use of library privileges. Special training is necessary during this period in the use of dictionaries, encyclopedias, and other sources of information which well equipped schools provide.

Reading objectives for the grammar grades and junior high school. The problem of the grammar or junior high school grades was set forth in brief form in chapter II. It was pointed out that for a majority of the pupils the mechanics of reading have been acquired by the beginning of this period. For a few this work must be continued from a remedial standpoint. This remedial work is presented fully in chapters XVI and XVII. The pupil, normally, has reached his maximum speed and comprehends material, within his vocabulary range, without difficulty. He needs

some further work in vocabulary building. This is discussed in chapter XII. If properly taught he has gone far in acquiring effective study habits through his reading. However, he needs further training in this field. The type of training to be presented is discussed in chapters XII, XIII, and XIV.

He reads now to satisfy his instinct of curiosity, to gather impressions, and to live over the experiences of others. He enters deliberately into a study of some chosen field and reads to perfect his reading performance and to acquire new experiences, new data, new points of view.

This discussion is summarized by the National Committee on Reading in setting forth the specific aims of the junior and senior high schools, as follows:⁴

1. To extend further the experiences of pupils and to increase greatly their intellectual apprehension. Each subject studied should require wide reading of books, selections, newspapers, and periodicals that contribute to a broader understanding of the problems studied. Both recreational and work-type reading should be included.

2. To promote and refine reading interest and tastes which will direct and inspire the present and future life of the reader and provide for the wholesome use of leisure time. Special attention should be given at this time to the development of permanent interest in current events and of the habit of reading periodicals with speed and good judgment. It is equally important to acquaint pupils somewhat thoroughly with the sources and values of different types of reading material and to develop standards for use in selecting materials to read.

3. To promote vigorously on all occasions habits of intelligent interpretation, to improve and refine the habits that are involved in reading for different purposes, and to stimulate and direct keen critical interpretations of what is read.

⁴ National Society for the Study of Education, *Twenty-Fourth Yearbook*, part I, page 65.

Reading at this level of advancement, as well as in the earlier grades, should be largely a process of thinking and every effort must be made to inculcate effective habits while reading.

4. To provide individual or group instruction in the fundamental habits of silent and oral reading whenever the need for it exists.

5. To improve and refine habits of expressive oral reading, particularly of literary and dramatic selections, and in connection with public and class activities that require it.

6. To develop a high degree of skill in the use of books and library privileges, and to make rapid progress in locating, collecting, and summarizing printed materials.

Summary of chapter. A survey of the fields of study to be undertaken by the pupil in the intermediate and grammar or junior high school grades will reveal the skills and abilities necessary for the work type of reading. These abilities have to do with the development of effective study habits and the use of books. In addition to these the pupil will do a great deal of reading of the recreatory type to enlarge his experiences, to relieve the lives of others, to see the world in imagination, and to satisfy a desire to read for pleasure. Provision must be made in the reading activities of these grades for instruction to realize the aims set forth in this chapter as desirable of accomplishment.

CHAPTER XI

AUDIENCE SITUATIONS IN READING

The chapter content. Only recently have we given attention to the social values involved in reading. These social values are most often expressed in audience situations. Teachers have learned to recognize that the pupil who reads to other pupils with open books, each following the line and paragraph read, has no incentive to read well. Yet, we have had a narrow conception of real audience situations. They are not confined to oral reading nor to primary grades.

The present chapter discusses audience situations in silent reading, through the use of stories reproduced, discussions, reporting, dramatizing, dialogues, monologues, "movies," group reading, and pleasure reading clubs. In oral reading the audience situation is created through reading by the teacher, reading by the children, reading to other grades, dramatic reading, relay reading, the cut-up-story, pleasure reading, reading circles, group-to-group reading, and grade programs.

In this chapter no attempt is made to distinguish between reading in the primary grades and reading in the intermediate grades. The discussion covers the audience situation wherever found.

Social values of silent and oral reading. We usually think that oral reading provides better opportunities for the realization of social values than silent reading. The literary material, chiefly auditory, used in oral reading, lends itself admirably to real audience situations, but the factual material, used in silent reading, also serves social purposes. We may think of the former as most useful in increasing enjoyment, and the latter, as most serviceable in increasing knowledge, but both are directly usable in social situations

because the natural desire is to share experiences with others.

Audience situations defined. A real audience situation consists of (1) persons who are interested in hearing about a certain matter and (2) a speaker or reader with new material to present to them. It furnishes the opportunity for practice in communicating ideas under the stimulus of a real desire to communicate something that another wishes to know. The speaker desiring to hold his audience chooses material that will interest them. He recognizes the value of knowing what he wants to say and how he shall say it through the responses of his audiences. The interest, or the lack of it shown by the audience, helps him to know in a concrete way whether he has realized his purpose. The desire to improve in presentation of experience is increased. The teacher helps him to make sure (1) that he has made a good choice of the selection, (2) that he has clear ideas, (3) that his vocabulary is well chosen and (4) that his selection is of the right length to produce the desired effect on his audience. The children, too, pass judgment, and in a social atmosphere contributing to naturalness, they give helpful suggestion when standards have been developed. They recognize that some responsibility for the success of the speaker depends upon the attitude and interest of the audience. Courteous attention, participation when opportunity offers through questions asked, or expressions of opinion with due regard for others becomes a habit. Constructive, helpful criticism by the group aids both the speaker and the audience. Such standards as the following may be developed with the children.

I. The speaker should—

1. Select material suitable to his purpose.
2. Observe the following points in presenting it.

- a. Choose a good title.
 - b. Use a good opening sentence.
 - c. Keep to the point.
 - d. Make clear, interesting sentences.
 - e. Use a good closing sentence.
3. Invite discussion.
 4. Accept criticism and suggestions for improvement.
- II. The audience should—
1. Listen attentively to what is said.
 2. Participate mentally or through questions or comment when opportunity arises.
 3. Express judgment.
 4. Give helpful suggestions for improvement.

Audience situations in silent reading. 1. *Telling or reproducing a story* after silent reading gives excellent practice in oral expression. The child's active speaking vocabulary improves rapidly through such practice. He learns to use the apt expressions, and the nicer descriptive terms which occur in books, but which are not ordinarily used in daily conversation at home and on the street. The reproduction of portions selected not only enlarges the vocabulary, but develops the habit of expressing oneself in a logical manner. He recalls the points in order and recollects appropriate words to express them. One of the by-products of effective silent reading is the real training in oral expression which it affords. The chief danger lies in its use without some stimulating motive which gives some point to the reproduction.

2. *Discussing* the content of reading lessons in response to questions raised or a problem set by the teacher or children is especially effective in giving pupils a wealth of ideas, as well as the necessary vocabulary and practice in expressing them. Splendid opportunities for growth in the ability to hold to a line of thought, to express ideas freely as thoughts

flow, to form judgments, to respect the opinion of others are some of the outcomes of active participation in wholesome discussion. The habit of maintaining an open mind or of withholding judgment until sufficient data have been secured to prove a point can be initiated in these discussions.

3. *Reporting* also has real value. The improvement of library equipment in schools has made it possible for pupils to read different stories, different forms of the same stories, different accounts of topics, and present them to the group. We have a real audience situation when children make book reports to the class or group and when a group engages in the discussion of some problem pertinent to the reading lesson.

4. *Dramatizing* as a means of interpreting what has been read silently provides motive for the *rapid* reading of the entire selection to determine what part, if any, can be used for this purpose. A *second reading* may be necessary to decide whether the form of the material lends itself best to group pantomime, to movie scenes, or the speaking drama. *Careful, precise reading* is required to decide upon the scenes, settings, characters, conversations, and costumes needed to create the play. This calls for the exercise of judgment in selection and emphasizes both organization and retention.

Both oral and silent reading should be combined in a real and vital manner to improve the spoken drama for a definite purpose. Children find it necessary now, in order to make the play a success, to practice reading and speaking parts. Standards are discussed and used as a means of measuring improvement. Mumbling tones, indistinct utterance, and poor voice quality are recognized as detrimental. Choice of words and acts which convey the characteristics of the character impersonated as well as manner in dress must stand the test of approval of the audience. As far as possible the little drama should be developed and supervised by the

children themselves. The teacher should see that leading parts are distributed among all the pupils so that the poor and diffident pupil may have an equal opportunity with the others. It is well to plan to have an understudy for each part. Selection of children for the respective parts should be made by vote of the class and children should be encouraged to play many parts. The teacher acts as an adviser and the play is worked out by the class in committees under the direction of an older pupil giving opportunity for exercise of initiative and originality and co-operation with others.

a. *The dialogue.* Young children enjoy the very simple dialogue in which two or three participate. Such a dialogue may be developed by the children in connection with a project, or from the reading of factual material from which essential facts have been gleaned for use in the conversation. This gives the reader a chance to convert the material into a new form for purposes distinctly personal.

b. *The monologue.* Little children delight in impersonation, and a bit of costume is sufficient to transform Pauline into a princess or Bobbie into a dancing bear. The opportunity to tell the story from the standpoint of the personal experience of a character adds new interest and increases the opportunity for reproduction since the material is presented from a different point of view each time. Careful, silent reading is a preparation for this. Not only does this dramatic interpretation increase comprehension, organization, and retention of reading material but it provides for language growth. The pupils who participate in the dialogue, the dramatic play, the monologue, or the puppet play, when they give the speaking parts, secure valuable practice in talking to an audience. They speak in an informal, natural, conversational manner and are thoroughly self-possessed, because all timidity and self-consciousness are lost in the portrayal of the characters which they represent.

Dramatization transforms the atmosphere of every day work into play. Children love "to make believe" It is this that makes it possible to use the pantomime, movie scenes, and dramatic play in the interpretation of stories or parts of stories which they read. The dramatic action is a test of silent reading ability.

5. *Movies.* Schoolroom movies may consist of dramatic interpretation by the children as participants, or they may consist of a series of illustrations made by the children and presented in the form of a moving picture. Illustrative drawings made in connection with silent reading study may be organized into a series of movie scenes, each illustration representing the picture in the successive paragraphs or parts of a section read by the children. Each member of the class is assigned a different paragraph or part. Because he desires that his illustration shall be included in the movie reel, he is led to read the entire selection in order that his picture of the paragraph will be in harmony with the general spirit and setting of the whole story. He must also read his own part with attention to details from which he must make selection for his picture. The making of a movie reel is no mean task. It may occupy some time, since the particular drawing made by each pupil must be censored by the group. The work is checked by a more careful reading to determine whether the illustrations really help to tell the story. If two or more pupils are assigned the same part, a choice of the best drawing will call for an expression of judgment by the group or a committee appointed for the purpose. The next step is the mounting of the drawings, assembling them in the right order. The pictures are then placed on a long strip of heavy paper each end attached to a cylinder roll. The reel is now ready for the machine. The machine in this case being a wooden box with openings at either side for the reel to pass through

and open at the front. The frame or box opening is covered with cloth, or paper, leaving a space or opening just large enough for the picture. A flap or curtain may be dropped when it is desired. This apparatus should be placed on a table or standard so the picture as it appears will be on a level with the children's eyes. Two operators are needed, one at either side of the machine to manipulate the releasing and receiving cylinders. As the reel is released and passed from one side to the other the picture is shown and then rolled on the receiving cylinder. The reel must be moved smoothly with intervals of sufficient length to permit the speaker or story teller to present the part illustrated by the pictures.

A movie reel of this nature was made by children of a fourth grade class to illustrate their study of the Amazon River region. Such interest was manifested in the illustration as a means of interpreting facts gleaned from reading that the problem consumed some time. Further interest was manifested by the group in preparing the talks which accompanied the exhibit of pictures. Those who made the best presentation were chosen by the class to do so. The project when completed was such a source of satisfaction to the group that they desired to share their experience with others in the school and community, which was done, each time with added enjoyment.

A series of pictures made by the children alternating with a series of movie legends, short stories, summaries, or verses made by the teacher or children also serves to stimulate interest in increasing reading rate.

6. *Group reading.* Co-operative effort on the part of groups within the class is a desirable method of handling the work in silent reading. One way to encourage group work is to provide reading material in small sets of four to six books each. These small sets increase the range of

material for the whole class and enlarge the opportunity for exchange of ideas gained through reading and through informal reports from members of the respective groups. Each group works co-operatively upon an assigned unit of reading matter or prepares to make a report to the class as a whole or to another group.

Books containing short, spirited units of narrative material for reproduction may be used. Children may go on working under the direction of a leader, may read silently for the purpose of deciding upon a feasible plan for its presentation, or may read silently in response to assigned questions or a simple outline given by the teacher. The report may take the form of retelling in parts with each pupil participating; it may take the form of dramatization; it may take the form of a movie scene portrayed by the children; it may take the form of a series of illustrations, each child telling the part his picture illustrates. Children may also decide to read orally selected portions in relay in answer to questions which they have previously developed and placed upon the blackboard.

7. *A discussion club.* Discussion clarifies thought. It helps to form public opinion. It is our duty to stimulate thought which leads to right action. The socialized recitation facilitates wholesome discussion. The introductory setting with its simple problem, questions, and helps to study aids the children to conduct personal investigations and small discussion groups with a group leader and gives opportunity for reproduction of content, weighing of values, and independent opinion. Special occasions such as sharing a valuable experience with another class or group, morning exercises or assemblies, school societies and public programs, provide opportunity for reports of readings, results of discussion formulated in oral or written compositions, debates, and even dramas or movie sketches—all conducted in simple fashion in keeping with the age-grade abilities of the learners.

The organization of a Discussion Club composed of various small groups is worthy of consideration. In a rural school an older boy or girl can become an adviser to the chairman or leader of the group. Indeed, a Discussion Club might be organized around a project of common interest to children of varying ages. Such an organization yields valuable results.

8. *A pleasure reading club.* A Pleasure Reading Club is a fruitful means for stimulating reading. By means of well directed silent reading, stimulated and encouraged by right guidance, supervised and checked, taste for the right kind of books can be developed. Children may have very decided tastes developing, though in the intermediate grades they are more alike than unlike. The teacher should guide and stimulate interest in good reading material—the kind that builds ideals worthy of citizens of America.

This library *must be a joy* and a storehouse of desirable books, and its use a privilege rather than a duty. Select such material as will satisfy “individual interests and give pleasure.” Exclude much of the usual “supplementary reading” from the list for the Pleasure Reading Club. Use the supplementary material for intensive study and discussion.

Audience situations in oral reading. The real audience situation in oral reading is provided when a conscious purpose of conveying thought is recognized by both the auditors and the reader. One desires to share with others what has been gained through silent reading.

Audience reading should be begun in the first grade and continued in all grades. At first the reading is done with all members of the class having the same book before them. The children follow the words of the text as they listen to what is read. Of course they gain pleasure from hearing familiar material read and visual images are strengthened. Vocabulary is fixed and improvements in eye-movement habits are made. It may be used to extend practice in

expression of thought, for children do find enjoyment in reading a familiar story aloud just for the sake of performance, or to relive a pleasant experience. They delight in the pronunciation of words, in the repetition of rhythm, in the expression of thought. Rhyme, rhythm, dramatic material are essentially and distinctly auditory and demand a real audience situation to increase their values. But this is not a real audience situation, nor does it develop the proper facility in reading to an audience. Just as soon as the child has gained some facility in reading, opportunity should be given to read material to the class which it has not heard in order to develop a correct oral reading attitude, which is to share with another something that contributes to mutual enjoyment or mutual gain.

Listening to stories told and read should develop listening ability. Children enjoy listening to stories, and the teacher finds story-telling, including reading, a delightful form of presentation. She should help the children to form the habit of courteous attention, listening attentively to what is told or read. A comfortable position, absence of interfering trifles, and some device or manner to awaken interest secures attention, alertness, and the ready-to-listen-and-enjoy attitude. Listening attentively requires active mental participation. Children should be stimulated to make responses by constructing the pictures as the tale unfolds, or by thoughts aroused which lead to questions, or by the desire to contribute something out of one's experience. Listening ability in the primary grades may be tested by observing the length of the interest span, by noting the power of concentration, by questions which test the retention of content and by the use of illustration in interpreting what has been read to the children. The ability to listen is one of the requisites in an auditor, just as the ability to read understandingly is required of the oral reader or speaker.

1. *Reading by the teacher.* The advantages and importance of placing examples of good oral reading before the pupils are recognized. Children should hear good oral reading. When the teacher reads or recites in an acceptable manner she has a rapt audience. Pupils enjoy listening to a story told or read. Freed from the mechanical labor of doing the reading, their whole attention is centered upon the content of the story. They construct pictures, they ask questions as she reads, they answer the questions which she asks to test listening ability, they sigh with satisfaction when the story is ended. Reading stories and poems of literary value to children of the first grade strengthens in them the desire to learn to read for themselves that which is so enjoyable. The motive for mastering intricate symbols is provided, a standard for good oral reading is established, and a model worthy of imitation is presented. The children hear good voice quality, good enunciation, good pronunciation, and expressive interpretation of thought, which set worthy ideals. Through imitation—a legitimate means of vitalizing and stimulating oral reading practice—the children gain the ability to win and hold an audience.

2. *Reading by one or more children.* Not only should the teacher read occasionally to the class, but at times excellent readers from the group, or from other grades, should be chosen to read to the class. Silent reading in groups may prepare for such an occasion, or, as a part of the preparation for a reading party, children should be given the opportunity to read to the group asking for an expression of judgment by the class as one means of securing improvement. Children learn from each other and are stimulated by each other. Familiar material may be read in relay by a selected group, or new material previously prepared for this purpose may be read to the class as a whole. This furnishes the opportunity to read selections arranged around a central theme,

such as bird stories, or to read portions selected by the children, because they are most interesting. Sometimes, children should be encouraged to tell a part of the story which leads up to the part selected for reading. This necessitates careful silent reading and organization for storytelling, and develops the ability to make a choice of an interesting incident both for reproduction and reading. At least once a week a short time should be given to testing the children's ability to read to an audience. Often, as children work at some project which requires manipulation of materials one or more of them should read to the group.

3. *Exchange readers.* An increased interest in the attainment of both silent and oral reading ability results from a plan of exchange readers throughout the elementary grades in a school. An exchange reader is one who is sent as a representative from one grade to another in exchange for similar service to his room or grade. The plan should be discussed with the children and interest in improving reading skill created. Children desire to be chosen by their classmates as their representative in the Readers' Exchange.

Standards by which to measure progress are established and made the basis for selection of representatives. Group reading may prepare for the opportunity. Young children may occasionally read stories, which they have carefully prepared, to children in the kindergarten, or to children in the other grades. Older pupils may be given an opportunity to prepare, for oral presentation in the primary grades, simple stories familiar to them, and suited to the interests of younger children. This exchange service has a most stimulating effect both upon the younger and older children; and, as indicated above, some reproduction and some reading may be intermingled, emphasizing both oral and silent reading procedures.

4. *Dramatic reading.* This type of audience reading

involves the use of selections in dramatic form, and of the simple running narrative form. Only as many children can participate as there are characters in the drama. The other pupils form the audience. The time, place, and the names of characters usually presented in the dramatic form may be read by one of the pupils as a means of getting before the class clearly the setting of the scene.

- a. **Playing book:** In the reading of simple narrative in which conversation plays a considerable part, one or more children should be assigned to read the explanatory parts, or the "book parts" by way of interpretation. The character parts are assigned to others who must be watchful and come in at the right time.
- b. **Reading and dramatizing:** Children should be given opportunity to portray the thought in dramatic action as they read. Care should be taken to choose stories in which the characters reflect childish experience. With book in hand, the child reads and interprets the thought at the same time. This calls for rapid reading or looking ahead and reading in increasing lengths of thought units as preparation for the next act. They tend to carry out into action the thoughts expressed. In reading other stories the same readiness of response is secured, which clarifies meaning.
- c. **Reading and pantomime.** Another interesting form of dramatic reading is that in which the class is divided into three groups: the readers, the actors, the audience. Reading in relay without direction from the teacher or leader by the readers is begun. Just as soon as a character is introduced he appears on the stage and in pantomime interprets the spoken words as they are given by the reader. The reader

and the actor work together to give a good interpretation of the character part. When the book parts, or explanatory parts, are read, which do not refer to the character directly, but indirectly indicate the spirit of the play, the character interprets by attitude rather than by action. The audience listens closely and notes whether the interpretation is correctly given, both by the readers and the actors. A story which lends itself to this interesting interpretation is Cinderella. The action or movement is interesting and sufficiently varied, the plot is thrilling, and the contrast in characters affords the children a delightful opportunity for the interpretation of the mood of Cinderella, and that of her haughty sisters. The portrayal of scenes—sitting in the ashes, preparing for the ball, dancing with the prince, wearing the glass slipper—each admits an opportunity for expression of individuality yet remaining true to the lines given by the reader.

5. *Reading in relay.* Children enjoy playing relay games. Alertness, readiness, and obedience to the rules of the game help the team to win. Children working in small groups may prepare a reading selection and present it in this fashion to the other members of the class, the purpose being to present the story without any appreciable break as each one takes his part. Reproduction of parts of a story, read silently, may be presented in the same way, each child telling just the part indicated by the outline of story given on the blackboard. A familiar selection may be read in response to an outline of the story into its parts. As many children read as there are parts, while the audience listens intently to determine when each part is completed. Should a child read beyond the part designated, the uplifted hands of the listeners call attention to his error.

6. "*The cut-up-story.*" The teacher selects a printed story or uses a series of language reading units suitable to the class. The story is cut up into units of reasonable length, enough to supply the entire class. Each unit is mounted upon cardboard of uniform size convenient for handling. Each card is numbered to indicate each pupil's turn to enter the reading game. Each child should listen politely and be ready to enter the game when his turn comes. Questions should be asked to stimulate attention and occasionally to test comprehension by reproduction.

7. *Pleasure reading surprises.* In connection with the reading which children do during the Library Hour, selections of interesting parts may be made by the children, a part of which may be told and a part read to the teacher quite as an individual affair, or to the class as a whole. This type of miscellaneous audience reading is the direct outgrowth of the use of the library and serves to stimulate other children to read for themselves the same story or book from which the selection was made. Both oral and silent reading procedures are emphasized.

8. *Reading circles.* Another device for pleasure reading is the reading circle. Children should be grouped according to ability, and one child chosen as the leader or chairman. The book is passed from pupil to pupil around the group. The chairman may ask questions or the children may ask questions of each other. The chairman may read, while the auditors prepare to tell the story in parts or to dramatize it. The purpose of the performance is to extend and enlarge experience.

9. *Group-to-group reading.* Children organized in small groups of four to six, each group having a different book, may plan to read a story to another group. Silent reading may be followed by organization of the material for presentation. Illustrative material, blackboard work, and drama-

tization should be used by the group when necessary to make clearer to the audience the content of the unit. The audience should be encouraged to ask questions about matters that are not quite clear, emphasizing the point that questions are asked because someone desires added information, or to bring out a point. Each group vies with the other to secure the best attention by providing a specific purpose for listening to what is coming next.

Programs. We are agreed that the school is pre-eminently a social institution where children learn to work and play together in ways that prepare them for a broader citizenship outside of school. This being so, reading is an integral part of the school activity, and opportunity for practice in rational social situations should be provided. In reading we socialize the situation by motivating the listening to stories read and also by providing for discussion groups, as well as dramatic club activities. Program-making may be considered a socializing factor. It affords one means of motivating reviews and creating real needs in preparing and participating in a particular event. The round of holidays gives a large opportunity for unifying or correlating the work around a central theme. Often a series of lessons in history, geography, or civics may be summarized through the medium of a program.

Summary of chapter. Both oral and silent reading may be used to realize social values. The audience situation in silent reading is present where stories are reproduced and discussed by the pupils, where reports are given, stories dramatized, in dialogues and monologues, in movies, in group reading, and in pleasure reading clubs.

The audience situation in oral reading *must be created* and is not present merely because an oral reading exercise is undertaken. The audience situation in oral reading is present when the the teacher reads to pupils, the pupils read to

their classmates or to other grades, in dramatic reading, in relay reading, in group-to-group reading, in reading circles, and in programs based upon the activities of the class. These activities furnish audience situations only when the pupils have a real desire to communicate something which others wish to know.

CHAPTER XII

THE THOUGHTFUL READING PROCESSES

The content of chapters XI and XII. The development of some of the reading abilities involved in the thoughtful processes of reading in the intermediate and grammar grades will be presented in the two following chapters. The following topics will be discussed:

1. Vocabulary building in the intermediate and grammar grades.
2. Developing the ability to use maps, charts, graphs, etc.
3. Developing the ability to follow directions.
4. Visualizing described details in reading.
5. Locating data.
6. Selecting the central thought with its supporting details.
7. Judging the value of data and the relative worth of statements presented.

A. VOCABULARY BUILDING

Previous discussion of this topic. The basic work in vocabulary building has been presented in Chapter V. It was pointed out that the development of a visual and a meaning vocabulary was fundamental to the acquirement of elementary reading skills. Chapter V also discussed the selection of words, how the child learns to pronounce words, phonics as an aid to pronunciation, how the sight vocabulary is increased, and how the meaning vocabulary is increased. Concrete drill materials for developing visual and meaning vocabularies through the use of labels, signs, action words, action sentences, and games were presented.

The vocabulary needs of the intermediate and grammar grades. Parker¹ recommends a vocabulary of ten thousand words automatically recognized. He says:

¹ Parker, S. C. *Types of Elementary Teaching and Learning*, p. 342. Ginn.

The third need of a pupil who is to be a skilled silent reader is a large reading vocabulary; that is, such familiarity with some ten thousand printed words that he recognizes each automatically, at sight without hesitation. In highly skilled silent reading the reader should be perfectly free to concentrate his attention upon the meanings that the phrases, sentences, and paragraphs present and should seldom have to hesitate to puzzle out a word. To attain this automatic familiarity with words calls for a very large amount of reading matter and reading practice. It is not enough that a word be deciphered and read once. Usually it must be met several times in order to make its recognition automatic. Hence progressive schools endeavor to provide an abundance of reading matter to facilitate such automatizing of a large reading vocabulary.

While it is extremely doubtful that ten thousand words, automatically recognized by the elementary school pupil, is profitable, it is certain that vocabulary development should not cease with the primary grades. Words of increasing difficulty should be presented to the pupil as he progresses from grade to grade. He must grow to become increasingly independent in the mastery of words. He must acquire the special vocabularies needed in the study of other elementary school subjects as discussed in Chapter X.

Criteria for determining vocabulary needs. In the discussion of vocabulary needs, so far, a distinction has been made between the visual and the meaning vocabulary. If one were to include in this discussion a third elementary reading skill—writing—undoubtedly a third type of vocabulary need should be recognized. Uhl² has pointed out these differences. He says:

The attention of educators has recently been called to the great differences between the vocabularies which are used for different purposes. These differences are recognized as soon as they are mentioned. So different is the spoken vocabulary from the reading vocabulary that one recognizes and describes as bookish the person who introduces too freely into his conversation the vocabulary of the literature

² Uhl, W. L. *The Materials of Reading*. p. 11, Silver, Burdett.

which he reads. The teacher has a more or less happy knack of detecting, surely and quickly, too close a similarity between the vocabulary as well as the "style" in which her pupils write and that used by the authors whom they read—and sometimes copy.

However, whether one is discussing the visual or the meaning vocabulary needs of pupils, certain criteria for the selection of words may be set up.

1. The vocabulary should be developed with reference to the difficulty of words. While this criterium is of the greatest importance in the primary grades, it cannot be overlooked in the intermediate and grammar grades. There is a logical development of vocabulary based upon phonic elements and word analysis that should receive consideration in the selection of reading materials.

2. The vocabulary should be selected with reference to the pupils' reading needs. This is an important criterium usually receiving scant recognition in the intermediate and grammar grades. As has been pointed out elsewhere, in the fourth grade the pupil is introduced to the text book and told to study. Each subject has developed a special vocabulary necessary for its presentation and understanding. While these special vocabularies are studied in geography, language, arithmetic, and other classes, such study is an integral part of the reading process and the same consideration should be given to the development of the vocabulary as is given in the formal reading work.

How to build up the pupils' reading vocabulary. This topic has been discussed fully in chapter V as it applies to the pupil in the primary grades. The same principles and methods can be used in the intermediate grades.

Parker³ in discussing the building up of the pupil's automatic reading vocabulary says:

³ Parker, S. C., *Types of Elementary Teaching and Learning*. p. 371.

The third need of a child who is to become a skilled silent reader is a large automatic reading vocabulary. We have illustrated the systematic increase of this vocabulary in the primary grades by a number of devices. These include (1) the flash drills with word and phrase cards and (2) the writing of new and difficult words and phrases on the board, where they are analyzed phonetically, sometimes defined, and, in general, woven into their place in the story. This second practice is very common in connection with oral reading in the intermediate grades and seems to me very useful. The need of it is illustrated by some of the absurd mistakes that children make. For example, when my youngster was in fourth grade, he would frequently use in conversation words derived from his wide reading and impart to them the weirdest pronunciation. Thus, one day while looking at a catalogue of a college, he said, "Here's a picture of the *boogy-zoogy* building," meaning biology-and-zoology building. While the use of the dictionary is to be encouraged in the higher grades in such cases, a more rapid growth of the pupil's automatic vocabulary is probably facilitated by continuing to emphasize on the blackboard daily a dozen or more words and phrases from the reading matter. These should include not only literary phrases, such as "forest primeval," "unjust sentence," "infirm steps," "swarthy-skinned," from recreation reading, but also technical terms, such as "irrigation," "equatorial region," "Mediterranean," "Teutonic civilization," etc.

Individual vocabulary books. Another device is described by a sixth-grade teacher⁴ who had organized in her class a "Just-for-Fun Club" which read from a select list of books and told stories of what they had read. The vocabulary phase of the work was described in these words:

During the language periods, lessons were given which involved the use of ideas gained from their reading. For instance, the children made vocabulary booklets in which they put new and unusual words which they had learned to use. One day a week each pupil responded to roll call with one new word from his silent reading. The word was written on the blackboard, pronounced, and the meaning was given.

⁴ Harriet F. Siewart

Then the child would tell how it had been used in his particular reading.

Stone⁵ offers the following suggestions:

A vocabulary lesson on "The Bells," by Poe.

After the teacher had read the poem as a whole to the pupils, to give them an auditory perspective impression, the more analytical study by parts was undertaken. The teacher announced that the poem would be attacked by determining the four kinds of bells described, and listing under each the words that were used to express the particular effect desired. The following lists were placed upon the blackboard during the recitation:

<i>Sledge Bells</i>	<i>Wedding Bells</i>	<i>Alarm Bells</i>	<i>Tolling Bells</i>
merriment	mellow	shriek	groaning
silver	molten	scream	Runic
tinkle	golden	clash	melancholy
jingling	liquid ditty	clang	throbbing
crystalline	voluminary	roar	muffled-monotone
tintinnabulation	rhyming	turbulent	sobbing
	chiming	desperate	moaning
	euphony	twanging	rolling
		palpitating	tolling
		clamorous,	

The pupils selected and discussed these words in relation to a specific interpretative purpose. It is under reading situations of this type that discussing and defining words have value. For the assignment for the succeeding study and recitation the teacher checked ten of the more unfamiliar words, and wrote the following on the blackboard:

1. Find as many synonyms as possible for each word.
2. Check the one whose meaning is nearest to the word.
3. Prove that the word that Poe has used is more appropriate than any of the synonyms would have been.

During the next recitation the following were placed upon the board as the consensus of the opinion of the class:

<i>crystalline</i>	<i>clamorous</i>	<i>voluminously</i>	<i>molten</i>	<i>euphony</i>
pure	noisy	swelling	melted	pleasing sound
clear	loud	large	fused	sweet-sound
transparent		copious	cast	harmonious

⁵ Stone, C. R., *Silent and Oral Reading*. pp. 197, 198.

<i>palpitating</i>	<i>melancholy</i>	<i>monody</i>	<i>solemn</i>	<i>monotone</i>
fluttering	despondent	funeral song	grave	one tone
throbbing	sad	lamentations	serious	continuous
quivering	mournful		sacred	utterance
pulsating	dejected		impressive	not varied
	sorrowful		ceremonious	

Children in these grades need systematic drill in word analysis and study in the derivation of words. Excellent material in this field, such as that which follows, is presented in Leonard and Cox,¹ *General Language*.

More well-known words traced back to their founders.

ESSENTIAL PROBLEMS

1. Form word groups from these roots:

cent, "one hundred." Example, century.

fort, "brave." Example, fortitude.

2. The prefix *ob* means "against" or "in front of." Find words illustrating this. The *b* in *ob* often changes to the consonant following as in *opposition*. Why is this?

OPTIONAL PROBLEMS

1. Identify the families of roots and prefixes which are represented in the following lists:

superstructure	inference
graduation	motor
Nautilus	affect
exposition	dictionary
incision	autocracy
subway	perspire

Nothing, however, can take the place of general reading in developing an adequate vocabulary. Uhl² in discussing this point says:

¹ Leonard-Cox, *General Language*, Rand, McNally & Co. pp. 96, 97.

² Uhl, *The Materials of Reading*. pp. 11, 12. Silver, Burdett & Co.

Although the majority of persons require a reading vocabulary which is much larger than their writing or speaking vocabularies, there is one important condition which affects in part the ease of mastering the reading vocabulary. The context of the matter which one reads is an aid in the interpretation of words which are wholly or partly unfamiliar. For many of these words, the context is the reader's only clew to their meaning; he could not define them if they stood alone, nor could he use them in writing or in speaking. The reading vocabulary, therefore, need not be mastered in the same way that one masters one's speaking and writing vocabularies.

The dependence upon context suffices for certain types or levels of reading. The reading of the following passage by a sixth-grade pupil illustrates this point.

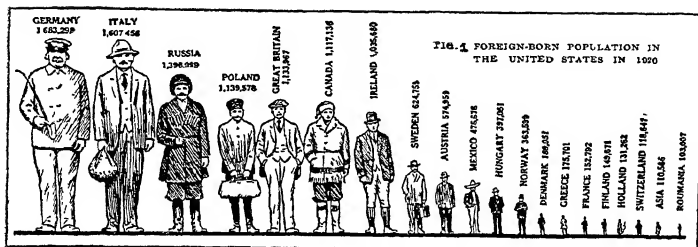
"But he was not wanting in efforts to prevent a calamity so dire. There was one man who could have instantly frustrated the scheme by his veto—Mr. Adams, the president, with whom Jefferson, with that indomitable good nature and inexhaustible tolerance of his, had maintained friendly relations through all the mad strife of the last years."¹

Before the passage was read the three words, *dire*, *frustrated* and *indomitable* were given to the pupil to define. The word *dire* was somewhat familiar and its meaning was described by saying "dire circumstances." The other two words were not defined at all. After the passage was read, however, *dire* was paraphrased as "bad" or "distressing"; *frustrated* was understood to mean "stopped"; *indomitable* was defined indirectly by taking a cue from the phrase *inexhaustible tolerance*. First, *indomitable good nature* was defined as "strong" and then, without further suggestions, as "can't be put down." Obviously, the word *dire* might have been used cautiously by this pupil when writing or speaking, but the words *frustrated* and *indomitable* could not. In spite of these vocabulary difficulties this pupil was able to give clearly the gist of the passage.

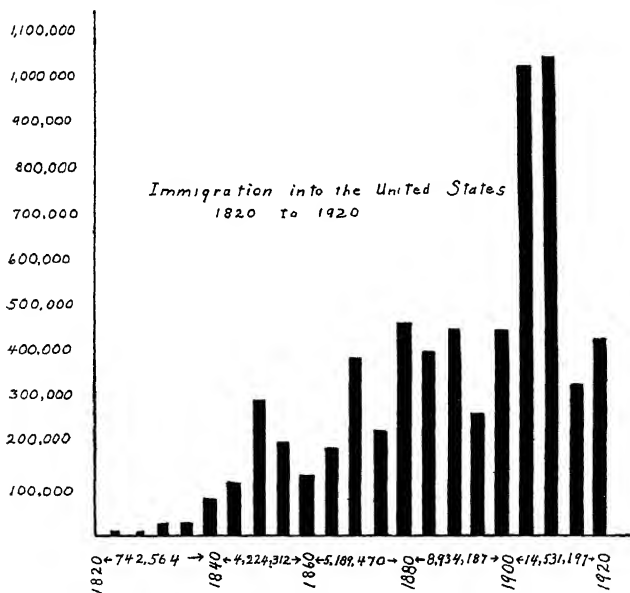
B. TRAINING PUPILS TO INTERPRET MAPS, CHARTS, GRAPHS, ETC.

Children must learn to comprehend materials graphically expressed. One needs only to glance through newspapers, periodicals and books today to be convinced that the ability

¹ Patron, Amos, *Life of Thomas Jefferson*. pp. 578-579. J. R. Osgood and Company, 1874.



Courtesy Literary Digest



Increase in the number of immigrants from 1820 to 1920

to read straight printed matter is not sufficient in order to comprehend and interpret their contents. Writers of magazine articles and books have learned that while tabular statistical material is uninviting and consequently shunned, simple diagrams and graphs can tell a complex story with ease and in a convincing manner. Compare the two methods given on the preceding page showing our foreign born population.

Not only is this method of telling a story used in the materials written for adults, but it is also used in the textbooks which children must read in school. Our geographies contain maps drawn to scale, tabular data, bar graphs, dot maps, shaded maps showing surface levels, temperature contour maps, etc. Pupils are required to gain information from pictures, cartoons, and illustrations. The authors¹ of a recent series of geographies in giving their point of view state the following:

The colored maps (except those in the appendices) are characterized especially by their simplicity; they are not intended to serve as general reference maps, and few or no names appear on them that do not function in the text discussion The novel treatment of the earlier maps, especially of the series of unlettered maps superimposed on the globe was designed to develop, at the outset, correct habits of map reading and a real understanding of the size and form of the earth.

The pictures are restricted to views of real geographic quality and are an integral and vital part of the text rather than merely illustrative of it. Definite and varied provision is made for their use as a source of information, and captions are omitted in order that picture study really may accomplish the ends of field study, in so far as the nature of the case may permit.

Not only must children read and interpret maps, but they must glean information from tabular data. The following exercise taken from a geography book illustrates this:

¹ Barrows, H. H., and Parker, Edith P., *Journeys in Distant Lands*. Silver, Burdett and Co.

State	Area Sq. Mi.	Population 1920	Largest City	Population 1920
Connecticut.....	5,000	1,381,000	New Haven..	163,000
Deleware. . . .	2,400	223,000	Wilmington..	110,000
Dist. of Col.....	70	438,000	Washington..	438,000
Maine..	33,000	768,000	Portland....	69,000
Maryland.....	12,300	1,450,000	Baltimore...	734,000
Massachusetts...	8,300	3,852,000	Boston.....	748,000
New Hampshire.	9,300	443,000	Manchester..	78,000
New Jersey. ...	8,200	3,156,000	Newark. ...	414,000
New York.....	49,200	10,385,000	New York...	5,621,000
Pennsylvania...	45,100	8,720,000	Philadelphia.	1,823,000
Rhode Island ..	1,250	604,000	Providence...	238,000
Vermont.	9,600	352,000	Burlington...	23,000

Compare the population of the largest city in the above list with the total population of the eight states that have the smallest populations.

Train pupils to read statistical materials by having them prepare tables, maps, graphs, etc. No better training for the reading of statistical data can be given to children than that of having them prepare maps and diagrams interpreting quantitative facts. This work is initiated in the primary grades by having the pupils express words, sentences, and stories by means of pictures. This device was fully discussed in chapter VII. The next step is that of requiring them to draw plans of a room at home showing the location of the doors, windows, furniture, etc. A plan of the school-room showing its chief features is a valuable aid in this preliminary training. From these beginnings pupils learn to draw plans of a city block, a map of the village or city with the schoolhouse and other important features properly located. They learn to draw a diagram of a room to scale, placing on it a rug in proper scale, etc.

Dot maps showing such items as population, corn and wheat acreage, number of dairy cows, may be constructed in the class room. Through this practice the pupils learn the significance of a dot or circle on such a map. From these beginnings they may progress to more difficult forms and learn to make product maps, bar graphs, curves, and other visual presentations of quantitative relations.

Interpreting maps, diagrams, graphs, etc. If pupils have been trained to express quantitative facts graphically, they will have little difficulty in interpreting such pictures. However, it is well to give definite training in reading these maps and diagrams. The geography text should be used as a reader during this training period. Pupils should be required to determine the direction of various cities from their home city; the direction of other countries from their home state. On unlabelled maps they should be taught the symbols which represent cities, capitals, rivers, state boundaries, mountains, etc. Using the map scale, they should be asked to compare distances between cities, the lengths and widths of states, and the sizes of states. By counting the dots in a given area, they should be taught to determine its corn or wheat acreage, the number of hogs raised, or the tonnage of fodder produced.

The history text may be used to train them to follow military campaigns, to trace changes in sovereignty of territory, and to visualize the westward migration of our early pioneers. Symbols representing areas and magnitudes in geometry, or operations to be performed in arithmetic become an integral part of this reading program. Lines designating the positive and negative poles of battery cells, symbols of magnetic lines of force, diagrammatic representations of scientific apparatus—all these should be interpreted to them and by them, if they are to become intelligent readers of modern day literature.

C. DEVELOPING THE ABILITY TO FOLLOW DIRECTIONS

Definite training in following directions an aid to reading. Much of the failure of pupils to prepare lessons effectively is due to their inability to follow directions. In arithmetic the pupil adds when he is instructed to subtract; he leaves out an essential step in the operation; he is unable to keep in mind a series of directions given at one time; he forgets to "carry" or to "borrow" and the inevitable result is failure.

In language the pupil is asked to follow detailed printed directions constantly. The following lesson taken from *Oral and Written English*, Primary book, by Potter, Jeschke, and Gillett is an illustration of this:

80. Abbreviations

Written Exercise. Copy the lists below, side by side as they are printed, paying careful attention to the capital letters and the abbreviations. Notice that every abbreviation and initial is followed by a period.

Mr. John Poe, Senior	Mr. John Poe, Sr.
Mr. John Poe, Junior	Mr. John Poe, Jr.
Mr. Louis Brown, Secretary	Mr. L. Brown, Sec.
Mr. Benjamin Lee, Treasurer	Mr. Benjamin Lee, Treas.
Mrs. Louis N. Jones	Mrs. L. N. Jones
65 Ann Street	65 Ann St.
14 Butler Avenue	14 Butler Ave.
John Smith and Company	John Smith & Co.
Number 1687	No. 1687
Pennsylvania Railroad	Pennsylvania R. R.
Buffalo, New York	Buffalo, N. Y.

Dictation Exercise. Of the preceding two lists write from dictation the one on the left. Then write after it the list containing the abbreviations.

Correction Exercise. Compare your two lists with those above and correct your errors, if there are any.

In geography the pupil is directed to prepare product maps, pictograms, and charts. He is asked to make imaginary

journeys touching at stated points. He is referred to maps, illustrations, preceding sections, and to the appendix for corroborative evidence. In Home Economics, Manual Arts and in Science he prepares projects and performs experiments according to printed directions. Obviously the ability to follow directions with accuracy and reasonable speed is a source of satisfaction and a direct aid to the pupil preparing assignments. It is an ability, however, that requires definite training for its successful accomplishment. Many adults are unable to follow the simplest directions with accuracy. Ask a group of teachers to fill out the blanks on an office form and note the inaccurate results.

Practice in following directions is begun in the primary grades. Materials for such practice were suggested in chapters VI and VIII. This work should be continued in the intermediate and grammar grades by the use of such exercises as the following:

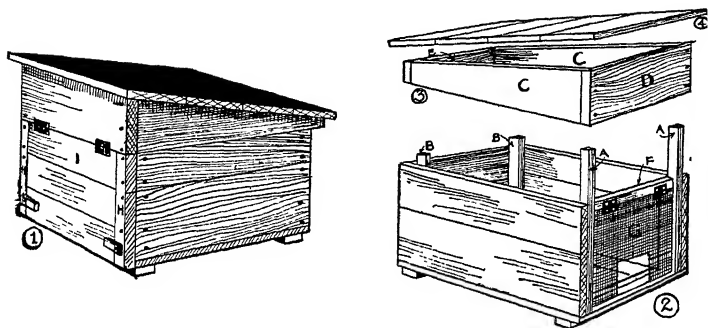
A POULTRY SETTING COOP¹

Not long ago a certain store window exhibited the latest devices used in poultry raising. Follow Mr. Hall's directions and you will have the latest and best home for your hen and chicks.

Most poultrymen set their hens and incubators in February and March so that the pullets of the spring hatch will be laying before the arrival of cold weather. But the average person is content to await the arrival of warm weather, when the setting coop can be placed outdoors without danger to the chicks.

You will want a setting coop, if you keep poultry. The coop shown here in Figure 1 is simple to make. It is built out of a large wooden box, and is made in two sections. The box forms the lower section, Figure 2. The sides are not

¹ From *Lincoln Sixth Reader*.



high enough, so an upper section is built to fit on top of the box, as at Figure 3. The roof boards, Figure 4, are nailed to the frame. This upper section is removable, thus making the inside of the coop accessible.

Remove one end of the box, and nail cleats across the bottom near either end, as Figure 2 shows them. The cleats will keep the box bottom off the ground, and at the same time will bind the bottom boards together.

Corner uprights A and B, Figure 2, hold the upper section in position when it is set down over them. Strips A are several inches longer than strips B, to allow for the pitch of the roof.

The length of side pieces C and end pieces D and E of the upper section of the coop will be determined by the dimensions of the lower section. Sides C are cut longer than the lower section, so as to project beyond the back of the coop, to form a ventilator. A narrow strip can be hinged to board E for a shutter to close the ventilator. Slant side pieces C from a width of six inches at one end to three inches at the other end. Cut the roof boards of the right length to form a projection of four inches over the sides and ends of the coop. Nail them to the upper section and tack roofing paper to them to make the roof water tight.

The front of the coop is provided with two doors—a wire guard with an opening large enough for the chicks to pass through, G, in Figure 2, and a wooden shutter, I, in Figure 1. Fasten strip F, Figure 2, between uprights A, and fasten guard G to this with hinges. Tack the wire to a wooden frame, cutting an opening two and one-half inches square for a doorway. A piece of the wire or tin may be hinged to drop over the doorway. Fasten strips H, Figure 1, to the front of the coop. Batten together several boards to form shutter I, and hinge the shutter in place. Provide buttons for locking wire guard G and shutter I; also hooks for holding them open.

A poultry run may be made of the same width and height as the coop and any length desired. Strips one by two inches may be used for the side frames. Connect them with cross pieces at the ends and cover with poultry wire.

—A. Neely Hall.

HELPS TO STUDY

Plan to tell some one just what Mr. Hall has told you. Will you need to read it a second time, and use illustrations in order to make your meaning clear?

THINGS TO DO

1. Estimate the cost of material needed in making this coop and run.
2. Visit a hardware store to observe all the latest devices used in poultry raising, including incubators. Report to class.
3. Visit a successful poultry man, and ask his judgment upon mooted questions.
4. Find the meaning of the proverb, "Don't count your chickens before they are hatched." Why not?

It is to be emphasized that where the skill necessary to perform these exercises is not beyond the abilities of the pupils, such performance tests are valuable aids to the teacher in determining the degree of comprehension of the materials read. By such an exercise she obtains *objective evidence* of the ability of the pupil to understand what he has read.

D. VISUALIZING DESCRIBED DETAILS IN
READING

Seeing in the mind's eye. The reader who is best able to visualize what he reads, comprehends best. A vivid and beautiful description should be reflected in the mind of the one reading it or hearing it read in its true color, form, and beauty. One cannot relive the human experiences of other days, reconstruct life in other countries, or travel in imagination to lands never to be seen by the physical eye, unless there has been developed the ability to "see in the mind's eye" the word picture created on the printed page. In the true sense, the act of reading understandingly is not complete unless the reader can visualize the pictures he is describing.

The primary teacher initiates the development of this ability. The primary teacher has gone far in training pupils to visualize described details. She begins by having them perform the action indicated by such words as *jump*, *run*, etc. This is followed by the use of action sentences, such as *Bring me the book. Close the door.* Pupils are asked to illustrate sentences and stories with pencil, crayon, and water colors. They tell stories with pictures cut from books and magazines. Cutting and modelling exercises are used for illustrative purposes. Simple stories are dramatized and presented, often with crude costumes made by the children. "Moving pictures" with children as the actors make real stories as pupils see them.

The following selection¹ illustrates the moving picture plan as utilized by the teacher.

SCHOOL ROOM MOVIES—FAMILIAR FRIENDS

To the Teacher: At the beginning of this exercise assign all of the parts and allow thirty seconds for reading them silently. Then close the books and call the little actors to the front in any order desired.

¹ Davidson, Isobel and Anderson, C. J. *The Lincoln Readers*, Bk. III. p. 107, Laurel Book Company.

When the players have all performed, let each read aloud his part in order that the class may decide whose interpretation was best.

Number 1. You are the Teacher. You step to her desk and pretend to be busy looking over some papers. You open a book and turn to a certain page. After reading a line step to the blackboard and write, "Class A will copy this sentence." Write on the board the sentence which you read in the book.

Number 2. You are the Janitor. You come into the room with a broom in one hand. You look at the thermometer and take down the reading on a piece of paper. Then you adjust a shade on one of the windows. Lastly, you step up to the teacher and ask in a low voice, "Is anything else needing attention?"

Number 3. You are the Postman. You wear a cap and carry a school bag swung from one shoulder. In your bag are a number of books, parcels, papers, and letters. Anything will do for them. Pretend that the teacher's desk is the Principal's office. Step up with a pleasant "Good Morning," and leave the mail for the Principal.

How the teacher of the intermediate and grammar grades may continue this training. The development of the ability to visualize what is read should not stop with the primary grades. In the upper grades ability to visualize is both a test of comprehension and an index of appreciation. The work begun in the lower grades should be continued through the medium of illustration and dramatization.

1. *Illustrating stories.* Take such a selection as the following:

High on the hill that sloped to the Shawban from the west was a little piney glade. It was bright with the many flowers of the song-moon time, but its chief interest lay in this—it was the home of a family of foxes.

The den door was hidden in the edge of a pine thicket, but the family was out now in the open to romp in the day's best hour.

The mother was there, the central figure of the group, the stillest, and yet the most tensely alive. The little ones, in the wooly stage, were romping and playing. They romped and wrestled in a spirit of unbounded glee, racing with one another, chasing flies and funny bugs, laboring with frightful energy to catch the end of mother's tail or to rob a brother of some worthless, ragged remnant of a long-past meal.

Pupils should be asked to sketch on paper what this selection makes them see. Of course, some pupils draw much better than others, but even those least skilled should be able to indicate the important details described in this word picture. Whenever a selection to be read lends itself to this treatment, the teacher can make valuable use of it in training pupils to visualize and to express graphically what they see.

2. *Dramatization.* Dramatizing stories affords another means of enabling pupils to express what they see in selections. After the selection has been read the class may determine, if it lends itself to dramatization, what parts should be omitted, the number of scenes necessary to present the story, the stage properties and scenery which are suitable, the parts to be spoken, the parts to be acted, the words to be used for the spoken parts, the characters necessary, their costumes and "make-up," and the pupils who will act the various parts. Such a discussion, together with the subsequent writing of the play, preparation of costumes, rehearsals, etc., will enable the teacher to bring out in relief just what the pupils actually visualize in the selection and will make it possible for her to correct the details of their mental picture.

Summary. The chapter has presented some of the reading abilities necessary of development in order that children may "read to learn." Reading is here discussed as a thoughtful process. The work of the teacher of the intermediate and grammar grades in building a reading vocabulary; in develop-

ing the ability of pupils to use maps, charts, and graphs; in training pupils to follow printed directions with accuracy, and in continuing the development of the ability to visualize described details has been discussed.

The next chapter will continue the discussion of the thoughtful processes in reading in the intermediate and grammar grades.

CHAPTER XIII

THE THOUGHTFUL READING PROCESSES (Cont'd.)

The chapter content. Chapter XII discussed four reading processes of the intermediate and grammar grades. These are (1) vocabulary building; (2) developing the ability to use maps, charts, and graphs; (3) developing the ability to follow directions; (4) training pupils to visualize described details in reading.

The present chapter will discuss three additional thoughtful processes in reading.

(1) Training pupils to locate data.

(2) Developing the ability to select the central thought with its supporting details.

(3) Training pupils in judging the value of data and the relative worth of statements presented.

A. DEVELOPING THE ABILITY TO LOCATE DATA

Pupils should be trained to discriminate. Adult readers who have never been trained to obtain from a book or newspaper only that which they need, or in which they are interested, are placed at a decided disadvantage. The writer has often observed men of this type read a newspaper. They make no use of the headings or "leads" before them. Painstakingly, they read entire columns of matter in which they have no interest, because of their inability to locate items of importance except by plodding through the entire newspaper. Pupils read intensively page after page of reference material in order to locate a line or a paragraph containing desired data.

Thomas¹ says: "A student must have real skill to glean from a book only what he needs. . . . The student must determine in advance the

¹ Thomas, F. W. *Training for Effective Study*. p. 171. Houghton, Mifflin Co.

nature of the facts he needs for his purpose, so that he can give due consideration to related information, and ignore everything without vital bearing on his question. A librarian once told the writer that there were two classes of children who came to the city library—one that knew what they wanted to find out, and one that did not. She gave numerous instances showing the marked superiority of the first class over the second in respect to skill in reading. She named one twelve-year-old boy in particular who came in each week to see what new books or articles had come on aeronautics. His first move was a swift skimming of them all, and the quickness with which he determined that one was negligible, or selected parts of another for careful reading was an impressive example of the effects of knowing what one wants to find out."

The writer has read a number of books and articles on the teaching of reading. As new books come from the publishers and as articles appear in current issues of professional periodicals, he must be able to skim through them rapidly until he comes to some new question or unexplored field concerning which data are presented. Then he must read thoughtfully and critically making note of new questions raised or answered and departures made from accepted practices.

Training in skimming necessary. Pupils in the intermediate grades should be trained to "skim" reading material effectively. Ability to skim is necessary for efficient study. Most lesson assignments contain some familiar material and much reading matter unrelated to the problem under discussion. The pupil should be able to "cover" such material rapidly and to select that which is germane to the topic he is preparing.

A distinction, however, should be made between skimming and rapid reading. One objective in teaching reading is speed. Speed as understood in this connection means a rate of reading consistent with proper comprehension and interpretation. Skimming on the other hand means a rate too

rapid for comprehension of details—the maximum rate at which note may be made of the general trend of discussion.

Example of skimming exercises. The following directions are taken from the *Lincoln Fifth Reader*. The problem for the pupil is set in the introduction. Note that he is asked to scan it quickly in order to name each part. Then he is asked to read more carefully in order to determine if his choice is a good one.

THE STORY OF A SALMON

This story is told in two parts. If you were to ask the author to give each part a short name, what do you suppose his answer would be? Scan the first part quickly and give it a name. Do the same with the second part. Read again carefully and decide whether your choice is good or needs to be improved as you grasp the points of the story.

Skimming by paragraphs. Most of the modern textbooks indicate the subject heading of paragraphs by an inset statement in bold face type or by a marginal note. Attention to such paragraph headings will increase speed in skimming. Pupils should receive definite training in this type of skimming. To give this training, exercises like the following are used.

The class is a fourth grade. All of the pupils are provided with McMurry and Parkins' *Elementary Geography*.

Teacher: Today we are to study Transportation. Find this topic in your Geography.

The children turned to the index and found Transportation 20-27. They turned to page 20.

Teacher: What was the first kind of roads used?

The pupils looked at the first insert heading. It was, **The need of transportation of goods and people.** The teacher called their attention to the fact that the answer to her question could not be found here. The next heading was, **"The first kind of roads."** The pupils read this carefully. They selected the following sentence as the answer to the

question asked: "The Indians in our country had only narrow paths, or trails, for roads."

Teacher: Why is the upper course of rivers of no use for transportation?

Pupils scanned the following paragraph headings.

Under the last paragraph heading is a subheading, "Why the upper course of many rivers is of no use for this purpose."

It was necessary to scan through an entire page until the following statement was reached: "Above this point, however, on account of shallow water, the swift current, *and the rapids* and falls, it is of no use for transportation. Most rivers in their upper courses suffer from one or more of these difficulties."

Where no paragraph headings are given, the pupil is directed to turn to the index to find the general topic heading. He turns to the proper page and skims down the page selecting the sentence which answers the question set.

{B. TEACHING PUPILS TO SELECT THE CENTRAL THOUGHT WITH ITS SUPPORTING DETAILS

Not all facts are of equal worth. Attention has been called by many writers to the error made by teachers in treating all facts expressed in textbooks as of equal worth. That this is the attitude of many teachers is shown by the character of the question asked. In geography, for example, there is little weighing of values. Question after question is asked of the pupils until every fact stated by the author has been extracted. Nothing is overlooked. This is true of other subjects in school. With this kind of teaching the pupil, as McMurry expresses it, "is bound to picture the field of knowledge as a comparatively level plain composed of a vast aggregation of independent bits."

We know that the structure of any storehouse of knowledge is not formed by placing one block of masonry above

another. It is constructed rather by the erection of a framework around which is placed the supporting body of the structure making one harmonious whole. This harmony of perfect balance and mass would not have been possible without first a careful articulation of the various parts of the main framework.

McMurry expresses this as follows:¹

The field of thought, instead of being pictured as a plane, is to be conceived as a very irregular surface, with elevations of various heights scattered over it. And just as hills and mountains rest upon and are approached by the lower land about them, so the larger thoughts are supported and approached by the details that relate to them. . . . so any portion of knowledge that is to be acquired should be divided into suitable units of attack: one large thought together with its supporting details should constitute one section, another large thought together with its associated details a second unit, etc.; all of these together composing the whole field. In other words, the student, instead of making progress in knowledge of fact by fact, should advance by groups of facts. His smallest unit of progress should be a considerable number of ideas so related to one another that they make a whole; those that are alike in their support of some valuable thought making up a bundle, and the farther reaching, controlling idea itself constituting the band that ties these bits together and preserves their unity.

Training pupils to find the central thought of a paragraph or selection. The first step in the proper organization of data is the selection of the major heading or central thought. Pupils need definite training in this. This training may be given even in the primary grade through the use of riddles such as the following:²

What am I?
I am little.
I am round.
I grow on a tree.
Birds like to eat me.

¹ McMurry, *How to Study and Teaching How to Study*. p. 92.

² Stone's *Silent Reading, Book I*, p. 65, Houghton, Mifflin Co.

A RIDDLE¹

Dan found something.
It was little, it was brown.
It would roll round and round;
It was not good to eat,
It was neither sour nor sweet,
Dan picked it up and said,
As he scratched his curly head,
Shall I something with it buy
Or in my pocket let it lie?
What did Dan find?

Naming paragraphs. Another device used by teachers to direct the attention of pupils to the central thought of a paragraph is to ask them to determine if the paragraph headings indicated by authors are good or can be improved. Where no marginal or paragraph headings are used, the pupils are asked to suggest some.

This is illustrated in the following helps to study selected from the *Lincoln Reader, Book Three*.

HELPS TO STUDY

It is fun to name paragraphs. Some of the paragraphs are named for you, as follows:

1. Going to the fair.
2. Meeting at the gate.
3. How the first and second prizes were marked.
4. What the children had made.
5. Why Harry was down-hearted.
6. The school exhibits.
7. The dinner at the Fair Grounds.
8. Riding on the merry-go-round.

Read the story again to see if the paragraph names are what you would have chosen. You may ask three or more questions on each paragraph. Ask your classmates to answer them. This will show whether you have read carefully or not.

This shows you how to go to work:

¹ *Lincoln Reader, Book III*, p. 33—Laurel Book Co.

1. Going to the Fair.
 - a. When is the Country Fair held?
 - b. With whom were the children going?
 - c. How far was it?
 - d. How did the children go?
2. Meeting at the gate.

THE BELL OF ATRI

This story is sometimes called by another name. It is not only the story of a bell, but it is also a story of a horse. Read it through to find another name for it, if you can.

A LESSON ON BIRDS

Find another name for the following story if you can. Read each paragraph carefully. Choose three paragraphs which tell you something of real interest. About each of the paragraphs chosen, ask a good question to test your classmates.

A MATCHING GAME

When you have finished reading, try this matching game. Get ready to play it by numbering each of the paragraphs in the story in order, as one, two, three, etc. Read the names of the paragraphs given below and arrange them in order to fit the story as you would tell it. Read the story again, if you need to do so. Write the numbers and names of paragraphs in order.

1. Willie's new pet.
2. The conversation between Mr. and Mrs. Bates.
3. Why Willie and his pony attracted so much attention.
4. How Willie and Calico were dressed for the parade.
5. The parade.
6. The chairman of the flower festival at the Bates cottage.
7. The float drawn by frisky horses.
8. The choice of a marshal.
9. How Calico won applause.
10. The cause of the runaway and what Willie did to prevent it.
11. What Willie was called and how he was treated.
12. How others learned of what he had done.

Often paragraphs taken from geographies, biographies, and other reference books are mimeographed on separate sheets of paper and given to pupils for seat work. These paragraphs

are graded in difficulty both as to vocabulary and complexity of thought. Simple material is used in the third grade with more difficult material as pupils grow in ability to select the central thought and to read selections with greater vocabulary difficulties. Illustrations of such paragraphs follow:

When Columbus was a small boy, he would often sit for hours watching the sailors unload their ships. Sometimes they would let him help them. Then he would go down into the hold, and into the cabin where the sailors lived while they were on board ship. He soon learned the names of all the parts of even the biggest ships and could climb the rigging like a real sailor.

1. What did Columbus like to do when he was a boy?
2. In what part of the ship did the sailors live?
3. What did the sailors think about Columbus?
4. What part of the story tells you that the sailors liked Columbus?
5. What part of the story tells you why Columbus became a sailor?

When Abraham Lincoln was a young man, he was a clerk in a store. One day he sold to a woman a bill of goods amounting, as Mr. Lincoln reckoned it, to two dollars and twenty cents. The woman paid the money and went home. When Mr. Lincoln went over his accounts that night, he found that he had charged the woman six and a quarter cents too much. It was late, the night was dark, and the woman lived two or three miles away. Although tired with his day's work, Mr. Lincoln showed his honesty by walking the whole distance through the darkness and giving back the money that he had overcharged the woman.

1. What kind of work did Lincoln do when he was a young man?
2. What mistake did he make one day in a sale?
3. Do you think that this story was in a city or in the country? Why?
4. If you were asked to name this story, what title would you select?

In the southern part of North America, the sun at noon is always high in the sky. Its rays fall directly upon the surface and the region is hot. In much of the United States the cold and warm seasons are about equal in length. The noon sun is low in the sky in winter and high in the summer. In these northern regions, snow covers the ground during much of the winter. In northern Canada and Greenland snow and ice cover the land and water the year round. Thus the temperature of

North America changes from the equator to the polar regions; that is, it varies with latitude.

1. Describe the climate in the southern part of North America.
2. How does the position of the sun change as we go north? How does the temperature change?
3. What sentence would you make use of in naming this paragraph?

The air above us is made up of several gases. It surrounds the whole earth, and extends many miles above it. We call it the atmosphere. The air at any place may be hot or cold, moist or dry, at rest or in motion. We speak of its heat as temperature; of the moisture, if it falls to earth, as rainfall; and of the horizontal movements of air as winds. Temperature, rainfall, and the winds are the conditions that make up the climate of a region.

1. Where is the air found?
2. What is meant by the temperature of air?
3. What is rainfall?
4. What is meant by a wind?
5. What is the main thought of this paragraph?

Matching headings and paragraphs. Claudine M. Parker,¹ assistant supervisor of Reading, Detroit, Michigan, reports a method of training pupils to grasp the essential idea. Mimeographed sheets with directions, lists of headings, and descriptive paragraphs are given to the children. The pupils are asked to match the headings with the paragraphs. The following is illustrative of this exercise.

I want you to take a long delightful trip with me, and as we shall pass through various regions, I have made a list of their names below so you may become familiar with each locality. We shall not be able to pass through these places in the order in which they are listed, so I shall ask you to name each locality as we pass through it.

List of Headings.

1. A Poor Farming Region
2. A Manufacturing Region.
3. A Fishing Region.

¹ Parker, Claudine, M. *Group Work in Reading*. Detroit JI. of Edu. Sept. 1922, pp. 21-24.

4. A Mining Region.
5. A Wheat Region.
6. A Lumbering Region.
7. A Desert Region.
8. An Oil Region.

Description of Locality:

(a) Let us take a boat from Pittsburgh and ride up to Monongahela. We can see great black splotches showing out upon the green walls of the hills on both sides. These black spots are the openings of coal mines and the little villages below them, with their smoke colored houses running along narrow streets up the hills, are the homes of the miners.

(b) Our travels for the next few days are to be in the woods. Some of our forests are found near the Great Lakes and not many years since we might have traveled about here in any direction for hundreds of miles and seen nothing but pines and other tall trees.

(c) A broad expanse of yellow sand with nothing to relieve the eye but here and there a bit of tufted grass; no fence, no house, no road—nothing but sand and sky.

(d) Is that a heavy black cloud ahead of us? Oh no, I see now it is only dense smoke issuing from those numberless tall chimneys in the distance.

(e) The soil of New England is such that many of its people can make more money in other ways than by tilling the soil. A large part of the land is mountainous and the land in some of these states is so stony that it can be used only for the rearing of cattle and sheep. The New England winters are long and cold, and the ground is often covered with snow for months at a time.

(f) Ah, how fresh the air is here even if it has an unpleasant odor! See those men there busily mending their nets? Let us stop and listen to the sea yarns they are always willing to spin.

(g) Under this part of the country through which we are now traveling lie vast beds of porous rock filled with petroleum. Do you see on both sides of the track those tall, wooden frames built up above the earth? Do you know what they are? They are derricks used for drilling wells or raising the petroleum to the surface. How greasy the earth seems!

(h) Do you know where we are now? We are in the "Bread Basket" of North America. That river we now see south and east of us is the upper Mississippi. Look at those fields of tall, waving grain! With the sun shining down upon them, do they not look like acres of yellow gold?

Yes, and they really are gold for in a short time the grain will be ready for market.

Enough of the game spirit entered in to cause the pupils to concentrate. They were desirous to be among the first finished and to have perfect scores.

Outlining. After pupils have received some training in the selection of the essential idea or central thought of a paragraph or description, they should be taught to pick out the supporting details by which the heights of thought are approached and which give them substance. This is done by training pupils in outlining. Here they are taught to distinguish between main headings and subheads and to tabulate data from various sources which bear upon a point under discussion. Careful instruction planned by short steps is necessary to develop in pupils the ability to outline paragraphs and selections.

The first step may well be a group exercise, pupils and teacher working together. First the main heading of each paragraph is selected after discussion of the suggestions made by pupils. These main headings are listed on the blackboard consecutively with space under each for the subheads. Each paragraph is then studied in order to select the supporting ideas. After a discussion as to their merits and the form in which they should be stated, those receiving approval are listed under the proper headings. Pupils are asked to copy this outline and to reproduce the paragraph or selection in their own words using the outline as a guide.

The following outline developed from a selection taken from the *Lincoln Third Reader* is an illustration of this type of work.

A PAIR OF HAPPY BIRDS

One spring there came to our fields a pair of birds. They had never built a nest nor seen a winter.

How beautiful was everything! The fields were full of flowers, the grass was growing tall, and the bees were humming everywhere.

One of the birds began singing, and the other said, "Who told you to sing?"

He answered, "The flowers told me, and the bees told me; the wind and leaves told me, and you told me to sing."

Then his mate asked, "When did I tell you to sing?"

"Every time you brought in tender grass for the nest," he said. "Every time your soft wings fluttered off again for hair and feathers to line the nest."

Then his mate said, "What are you singing about?"

"I am singing about everything and nothing," he answered. "It is because I am so happy that I sing."

THE OUTLINE

1. What the birds had never done.
 - a. built a nest.
 - b. seen a winter.
2. Why everything was beautiful.
 - a. fields were full of flowers.
 - b. grass was growing tall.
 - c. bees were humming everywhere.
3. Who told the bird to sing?
 - a. flowers.
 - b. bees.
 - c. wind.
 - d. leaves.
 - e. his mate.
4. When did his mate tell the bird to sing?
 - a. When it brought in tender grass for the nest.
 - b. When its soft wings fluttered off again for hair and feathers.
5. What the bird was singing about.
 - a. everything.
 - b. nothing.
6. Why he was singing.
 - a. was so happy.

The second step involves the selection of the main heads for each paragraph as a co-operative exercise with numbered blank spaces for the supporting details. The pupils are asked to fill in the blank spaces as a between-recitation

exercise. The following selection and skeleton outline is an illustration of this.

MARY ELLEN'S WISE PURCHASE

This story tells us of a wise purchase made by a little girl in early pioneer times. Read to find out what she bought with her money.

In the early days of our country money was scarce, so the storekeepers took nails instead of money for their goods. Even today country people often bring butter and eggs to town and "trade" them for groceries; no money is used either by the grocer or by the farmer. But in those days it was very common to use other things, such as iron nails, for money.

Mary Ellen's father and grandfather were iron workers. During the day they dug iron ore. At night, while grandmother knitted stockings and mother spun the wool, Mary Ellen sat by the chimney and watched the flames leap and the ore turn to a soft red mass. Then, when it was just right, father and grandfather took the iron out of the fire and hammered it on the anvil into smooth, long nails.

In making one of these nails, grandfather took more time and care than usual. When he had finished he said, "That's the smoothest and straightest nail I have made for many a day. You shall have it, little daughter, to buy whatever you like."

The next day Mary Ellen and her mother started to town on horseback. As her father lifted her upon the horse behind her mother, he said, "These are troublous times, little daughter, so use your nail-rod wisely." And grandfather called out, "Spend nothing in vain show and idle frippery, Mary Ellen."

All during the pleasant ride through the woods, Mary Ellen thought happily of what she would buy at the store.

At last the store was reached. While her mother exchanged nail-rods for tea and sugar, Mary Ellen looked about her. High on a shelf stood a smart little row of jugs and plates and glass mugs. She climbed onto a box and spelled out the words on the mugs: "To a Good Girl," "To a Good Boy." There was a pink plate with a picture of a castle and a little boat sailing on the pink water. When the storekeeper had taken it down and Mary Ellen found that the price was one nail-rod, she felt sure that she wanted it.

"I'll take the plate, if you please," said she to the storekeeper. But as the plate was being wrapped, she remembered her father's words, "Spend wisely, little daughter."

Mary Ellen hesitated. The plate was so pretty, but grandfather had said she might buy what she pleased. But the brave little girl hesitated only a moment. Then brushing away a tear of disappointment, she said, "I think I'll not take the plate after all, sir. These are such troublous times," she added in the words of her father.

When the shoppers came home that evening, the packages were spread out on the table for all to see.

"And what did my little maid buy with her nail-rod?" asked Grandfather.

Mary Ellen laid her package on the table with the rest. "I knew we had to have this," she said, "so I bought salt with my nail-rod."

-Adapted.

HELPS TO STUDY

The outline of this story has two parts: the first part tells us about money; the second part tells us about a purchase.

Money:

1. Some things used for money in early times.
 - a.
 - b.
 - c.
2. Why nails were used by this family.
 - a.
 - b.
3. Grandfather's gift to Mary Ellen.
 - a.
 - b.

Purchase:

1. Mary Ellen's journey to town.
 - a.
 - b.
 - c.
4. Mary Ellen's purchase.

A great deal of work of this type should be given until pupils have acquired a fair ability to select the main headings and subheadings of a selection. The teacher will often furnish the skeleton outline with the main headings inserted, the details to be filled in by pupils at their seats.

The third step in the development of the ability to outline consists in the assignment of material for outlining without any helps. This type of study assignment will be used frequently by the wise teacher.

The final step consists in the gathering and organizing of data from various sources bearing upon a problem to be solved or discussed. This involves collateral reading from the room library, skimming and evaluating the data found, and listing it properly labelled under appropriate headings. This is the highest type of outlining and is a phase made use of by mature readers and students.

C. TRAINING PUPILS TO JUDGE THE VALUE OF
DATA AND MATERIALS, THE SOUNDNESS
AND GENERAL WORTH OF STATEMENTS

Do people believe all that they read. A recent newspaper cartoon is entitled,

DRIVEN TO DRINK!
BEFORE AND AFTER PROHIBITION.

It depicts a man representing the majority of Americans standing at a bar in a saloon. The bartender is offering him a drink. He says, "No, I seldom touch it, Mac." Coming through the swinging doors of the saloon is a man with a closed umbrella held in a threatening attitude. He is labelled "Prohibition Law" seizing "The Majority of Americans" by the loose front of his coat and saying "Stop!!, you *can't* drink!!" In the third cartoon "The Majority of Americans" has knocked "Drys" down and stands before the bar with uplifted glass, the umbrella labelled "Prohibition Law" in his hand broken, hat over one eye, cigar cocked aggressively in a corner of his mouth, three empty bottles before him, and orders another bottle.

The implication, of course, is that the advent of the "drys" with the prohibition law has driven the majority of Americans to consume large quantities of poor whiskey against their natural inclinations.

In this day of visual education many people read little else in a newspaper than the pictures. Does this cartoon depict the facts? The reader of the newspaper must judge.

In a recent political campaign, candidate A is represented by newspapers of the opposite political faith as being a "wet", a supporter of secret orders, a tool of Wall Street, and an internationalist. By the news sheets supporting candidate A, Mr. B. is accused of being a creature of the oil monopoly, backed by the business interests, lacking in statesmanship, and an exploiter of the farmer. Are both right? Is either right? Are their statements colored by their political beliefs? The citizen who casts his vote must be able to judge the worth of these statements, if he is to cast his vote intelligently.

During the past few years there has been a great deal of controversy concerning the alleged bias of our history textbooks written for the elementary grades. Authors are charged with being pro-British and with misrepresenting the attitude and the activities of the colonists. Is this true? Can our pupils accept the statements found in their history texts as being historically accurate?

Scarcely a month passes by but that there is issued from some book publisher a novel purporting to picture American life. Are these books caricatures or character sketches?

McMurry¹ points out the fact that the school plainly assumes the presence of the ability to judge the worth of materials by the requirements it makes of pupils. He says:

One of the common questions in the combination of forms and colors, even in the kindergarten, is, "How do you like that?" In instruction in

¹ McMurry, F. M. *How to Study and Teaching How to Study*. pp. 152-153.

fine art throughout the grades their judgment as to what is most beautiful is continually appealed to.

The judging of one another's compositions and other school products is a common task for pupils. In connection with fairy tales six-year-olds are frequently asked what they think of the story. Many say, "It is beautiful"; but now and then a bold spirit declares, "I don't like it."

Children are expected to judge the quality of literature, distinguishing with ease between what is literal and what is imaginative, or figurative, or humorous. When they read that the rope with which the powerful Fenris-Wolf was bound was "made out of such things as the sounds of a cat's footsteps, the roots of the mountains, the breath of a fish, and the sinews of a bear, and nothing could break it," they are not deceived; they only smile. Now and then they make mistakes; but in general such stories as *Through the Looking-Glass* and the "Uncle Remus" stories do not overtax their power to interpret conditions.

What literature or history is there for children that omits the passing of moral judgments? Cinderella is approved of for her goodness, William Tell for his independence, Columbus for his boldness, Cinderella's sisters are condemned for their selfishness, and Gessler for his meanness. Without such exercise of judgment these two studies would miss one of their main benefits. The data that must be collected in nature study and history for the proof of statements give much practice in the weighing of evidence; and the self-government that is now so common, in various degrees, in good schools is supposed to be based upon a reasonable ability to weigh out justice. Thus the method both of instruction and of government in our better schools presupposes the ability on the part of pupils to judge worth; and the better teachers have considered it so important that they have constantly striven to develop it through instruction.

The problem. The books, magazines, newspapers, and texts which children and adults read contain statements and accounts which often are colored, exaggerated, untrue, or unimportant. Most of them doubtless are sound. How can pupils be trained to evaluate their worth, determine their validity, and select those of greatest importance?

Reading abilities involved.

1. - Ability to collect, organize, and interpret data presented in articles and books.

2. Ability to determine whether statements are based on facts, opinions, suppositions, inference, or interests.

3. Ability to determine the relative importance of different facts.

4. Ability to "skim" reading material in search of statements bearing upon the problem under investigation.

Examples of exercises used in developing the abilities necessary for the evaluation of data.

1. True-false Tests.

Helps to Study—Following the selection "Eliza Lucas," *Lincoln Reader, Book VII*, p. 40.

1. In learning how to study effectively, you must be prepared to challenge statements made by authors and to prove them true or false. In doing this the following plan is of value:

(a) Read the statement in question.

(b) Get its meaning.

(c) Read the subject matter involved, checking the statement held in mind until it is verified or disproved by the authority you are consulting.

(d) Be sure that you have made use of all of the evidence presented by the authority you are consulting.

2. Which of the following statements are true and which are false? In each case justify your answer by citing evidence.

(a) Eliza was the youngest daughter of Mr. Lucas.

(b) She spent the greater portion of the day attending to the affairs of the plantation.

(c) She was (1) kind, (2) systematic, (3) persistent, (4) a good housekeeper.

(d) The inhabitants of Antigua did not want the indigo industry to flourish in South Carolina.

(e) Indigo is extracted from the bark of the plant.

(f) England was pleased to see indigo culture flourish in South Carolina.

(g) Indigo is raised on low lands near the rivers and swamps.

2. Multiple choice exercises. The following exercise followed a study of cotton in the fourth grade and was used as a rapid review test. Pupils checked the correct answer.

Cotton is grown in

1. The southern part of U. S.
2. The northern part of U. S.
3. The western part of U. S.

Cotton is a

1. Tree
2. Bush
3. Vine

Cotton is used for cloth because

1. It is cheap
2. It is fibrous
3. It grows all over the U. S.

The best cotton for thread is

1. Egyptian cotton
2. American Upland cotton
3. Peruvian cotton

Sea Island cotton is grown

1. In Missouri
2. All over the South
3. Along the southeastern coast

We raise most of

1. Upland cotton
2. Sea Island cotton
3. Indian cotton

Eli Whitney made the cotton gin in

1. 1620
2. 1800
3. 1792

The cotton gin

1. Picks the cotton
2. Takes the seeds out of the cotton
3. Plants the cotton

Cotton needs a

1. Cold rainy season
2. Hot rainy season
3. Long warm season

The biggest shipping center in Texas is

1. San Antonio
2. Dallas
3. Galveston

Cotton is shipped in

1. Bales
2. Barrels
3. Bushels

3. Exercises in which pupils are asked to form judgments, to indicate which they like best and why, to give the evidence upon which they base their statements, etc.

Examples—

Do you like this poem? Why?

Is the name of the poem a suitable one?

Is this a well written poem? Do you like it as well as the poem, "Life" by Henry Van Dyke? Is the vocabulary well chosen?

Rhodes¹ gives the following methods to be followed to train pupils to judge relative values.

- I. To train pupils to judge relative values.
 1. Reading to find favorite verse.
 2. Selecting the most beautiful descriptive scenes, the best character sketches, well chosen and apt words and phrases, humorous passages, etc.
 3. Reading to weigh the relative importance of a selection.
 4. Reading the most interesting part of the story and then giving a brief synopsis of the events preceding and following the chosen incident.
 5. Reading material rapidly; skimming to get a general impression of its contents in order to determine whether or not it will serve one's purpose.
 6. Noting sections of material that should be read more carefully.
 7. Judging the worth of material for a specific object by consulting the index and table of contents of a book.
 8. When differences of opinion arise, reading to justify one's opinion; contributing to class discussion; reading aloud passages to prove points.
 9. Reading the selection as a whole; determining relative value of different parts; determining relation of parts to each other and to the whole. Illustration for story reproduction: What parts

¹ Rhodes, E. N. Technique of Teaching Silent Reading. *Elementary School Journal*, Vol. 23. P. 296. December 1922.

must be remembered to be able to tell the story? Re-reading and observing what parts may be forgotten without destroying the story. Analyzing the selection into scenes or situations.

The following are types of questions which are used to develop the ability to evaluate.¹

1. Read the passages which best describe _____.
2. Read aloud the lines you like best. .
3. Read that part of the story which shows _____ at his best.
4. Is the story suitable for dramatization? Explain.
5. Does the title fit the poem?
6. Why is this story placed in this section of the book?
7. Which home do you like best?
8. Which child did these parents love most?
9. Can you suggest a better title for this story?
10. Which of these selections remind you most of your mother?
11. Which is the finest tribute to a mother in any of the three selections?
12. What is the funniest episode in these readings?
13. Which is the best home holiday of the year?
14. Describe the most interesting animal home you ever saw.
15. Which story did you like best? Why?
16. What is the climax of the story?

The pupil should read in a critical attitude. Thomas² says:

Along with collecting data should go a critical attitude as to the worth and reliability of the material found. When one textbook in a subject constitutes the single source of information, the opportunity for comparing and judging authorities is very limited. The natural result is that the children are inclined to accept without question whatever they see in print. An attitude which questions the reliability of an authority and looks for corroborative evidence, either on the facts or the trustworthiness of the author, is of such importance to intelligent citizenship that some way should be found to develop it. Supplementary texts, reference books, current magazines, newspapers, and even personal interviews with local officials, travelers, or pioneer citizens, all furnish

¹ Note—Some of these questions are selected from Hill & Lyman, *Reading and Living*, Bk. I.

² Thomas, F. W. *Training for Effective Study*, p. 177.

such valuable opportunities to compare various sources of information that practically every school can do something in this line.

This does not necessarily mean that immature children are competent to criticize the scholarship of the author of a textbook. But if two authorities disagree, it is quite within the children's province to investigate as to which is more reliable. Especially is it important for them to develop the habit of determining for themselves, whenever possible, the accuracy of information, since training in study should look not merely to the daily preparation of lessons, but to the permanent need for critical investigation as a lifelong adjunct of citizenship.

The teacher may present to the class conflicting statements in history, geography, hygiene, or other subjects. The class should be asked to organize and study the evidence presented in the support of each statement. If possible, they should be referred to source material and after careful study they should determine which of the conflicting statements is true.

Knowing what to look for. Thomas¹ says that, in order to collect appropriate facts and give each its proper association, the pupil must hold a critical attitude towards each statement he encounters.

He should learn to decide how pertinent the information is to his purpose. Skill in this is absolutely essential to rapid study, or effectively "skimming" an article. While growth in this ability is gradual, the fundamental element in the activity is having a preconceived standard always in consciousness as one reads, and slighting everything which does not possess some element in common with this standard. The performance is somewhat similar to that of a boy looking for a lost marble: with the image of it in mind, he ignores in his search the countless other objects about him, unless perchance a smooth pebble or a round piece of paper holds his attention for a closer examination. Without this swift appraisal of values as each detail passes under his eye, the reader loses his poise: having no means of holding the host of details at a safe distance, he is overwhelmed. That pupil is, indeed, to

¹ Thomas, Frank W. *Training for Effective Study*. p. 177.

be pitied to whom all sentences read seem to have equal value; who surrenders to a paragraph and drifts over it like a mariner without rudder or compass, and, after being tossed from one sentence to another, finally comes ashore at the end possessed of only chance flotsam.

Summary. While this chapter and the one preceding it do not include in the discussion all of the abilities necessary of development for thoughtful reading, it is believed that those abilities which function best in effective and economical study habits are stressed. Three desirable reading abilities have been presented in this chapter—(1) the ability to locate needed data, (2) the ability to select the central thought and the supporting details in a paragraph, and (3) the ability to judge the value of data and the soundness and general worth of statements.

ADDITIONAL READINGS

1. Gray, W. S. The Relation Between Study and Reading. *N. E. A. Proceedings*. 1919. pp. 580-6.
2. Gates, A. I., and Van Alstyne, D. General and Specific Effects of Training in Reading. *Teachers College Record* XXV, 98-123.
3. Lyman, R. L. The Teaching of Assimilative Reading in the Junior High School. *School Review*, XXVIII, 600-610.
4. McGregor, A. L. *Supervised Study in English*. The Macmillan Co.
5. McMurtry, F. M. *How to Study and Teaching How to Study*. Houghton, Mifflin Co.
6. Parker, S. C. *Types of Elementary Teaching and Learning*. Ginn and Co.
7. Rhodes, E. N. Technique of Teaching Silent Reading. *Elementary School Journal*, XXIII, 296-302.
8. Shepherd, E. Some Silent Reading Lessons in Junior High School English, *School Review*, XXIX, 206-215.
9. Stone, C. R. *Oral and Silent Reading*. Houghton, Mifflin and Co.
10. Thorndike, E. L. Reading as Reasoning. *Journal of Educational Psychology*. June 1917, pp. 323-32.
11. Wheat, H. G. *The Teaching of Reading*. Ginn and Co.
12. Wilson, Estaline. Improving the Ability to Read Arithmetic Problems. *Elementary School Journal*, XXV, 380-386.

CHAPTER XIV

TRAINING PUPILS IN THE USE OF BOOKS

The chapter content. Chapters IX, XII and XIII have stressed silent reading as organized study, and the principal steps involved in reasoning have been developed as they relate to studious reading. Gathering data, evaluating data, and organizing data have been discussed. In all this discussion the use of other than textbook materials has received emphasis. This leads logically to the problem of training pupils in the use of books, which becomes the topic to be treated in the present chapter.

Reading should lead the pupil to become self-helpful. Many things learned in school are permanently remembered. The addition combinations, the multiplication tables, a minimum list of spelling words, the names and locations of the chief countries of the world, and the chief men and events in history are facts which we carry away with us and usually remember forever. It is not possible, however, to accumulate in school all of the information one will need in life, nor is it economical of time or effort. Much better is it to learn how to get the information needed, where it may be found, and how to gain access to it quickly. In other words, the pupils should learn in school what books to consult for needed data and how to use such books efficiently.

Specific abilities to be developed. In order to search for facts to define a problem, to select new data bearing upon a problem under discussion, to compare data, to evaluate data, in general, in order to use other than textbook materials, the pupil must develop the following abilities:

1. The ability to use the dictionary, encyclopedia, hand-

book, yearbook, atlas, reader's guide, card catalogue, and other reference helps in finding facts or materials needed.

2. The ability to find a reference, to prove a point, or to corroborate a statement made.

3. The ability to find data which will aid in the solution of a problem.

4. The ability to use tables of contents, appendices, cross references, indexes, and other book helps.

5. The ability to prepare bibliographies relating to problems or topics being discussed.

6. The ability to find collateral and illustrative materials.

7. The ability to find and organize evidence bearing upon the validity of statements made.

8. The ability to verify conclusions drawn by citing authorities on the subjects.

The parts of a book. As a preliminary step in developing the abilities listed above, the pupil should become fully acquainted with the parts of a book.

1. *The title page and copyright page.* On the title page and on the following page are given the name of the book, the name of the author, information about the author, the name of the publisher, the place of publication, and the date of publication. Often the name of the editor—if there is one—the name of the series, and the edition of the book are given. These are important facts. The validity of the material presented often may be determined by glancing at the title page. A psychology published in 1885 would hardly bear scrutiny by modern psychologists. The atom of our chemistries of yesterday is not the smallest self-existing cell, but has been replaced by the twentieth century electron; and so it goes. Pupils should be taught to make use of these pages of a book understandingly.

2. *The preface or introduction.* The prefaces in a number of books should be read by the pupils to determine what

a preface or introduction is for. This should give them added information about the contents of the book.

3. *The table of contents.* In the front of the book is found the table of contents. A hasty survey of this will often determine whether the book contains information about a topic under discussion. Pupils should note the arrangements of headings in several books to determine if a uniform arrangement is used.

4. *The body of the book.* Under the direction of the teacher the pupils should examine the bodies of a number of books. They should note that books are divided into parts, chapters, sections, and paragraphs. They should learn the value of side heads, center heads, running heads, paging, footnotes, references, etc. If these items are properly cared for in a book, pupils will learn that in searching for data they can "skim" by chapter, section, and paragraph headings, and read carefully only when such headings indicate the presence of appropriate materials.

5. *The appendix.* Much valuable material is placed in the appendix of a book and it is usually little used. Children should note references to appendices and should be trained to investigate these. Usually the appendix contains much illustrative material and original data.

6. *The index.* This is one of the most valuable parts of a book when complete and well organized. Pupils should be trained to use it constantly, instead of aimlessly thumbing over the pages of a book in search of data. Much drill should be given them in looking up topics listed in the index. They should note the arrangement of the index, whether by pages or alphabetically. Such abbreviations as seq., e.g., etc., found in indexes should be explained to them. At times several indexes are given in the same book, such as title index, first lines index, etc.

7. *The glossary.* Not all books have glossaries. Pupils should examine a number of books to determine what types of books have glossaries, where they are to be found, and what they contain.

8. *Maps and illustrations.* If properly prepared, maps and illustrations should be valuable aids in understanding the textual material. These should be examined to determine their value, and, when found to illustrate and explain the text, should be made use of when the pupils are in search of material.

The use of specific books. (1) *The dictionary.* Very few people realize the variety of information contained in an unabridged dictionary. An examination of one will disclose the fact that it is divided into three parts—the introduction, the vocabulary, and the appendix. Pupils should examine each of these parts to determine what subjects are treated. They should learn how to arrange words alphabetically, how to find words arranged alphabetically, the purpose and use of guide words, how to obtain the correct spelling of words by means of the dictionary, the syllabication of words, what words are hyphenated, how to obtain the correct plurals of words, which of two correct spellings is preferred, what words are capitalized, the correct abbreviations of words, the pronunciations of words, the definitions of words, the grammatical nomenclature, and the definitions of phrases.

This long list does not exhaust the possibilities of the dictionary. It contains biographical and geographical information; the meanings of proper names; short mythical tales and legends; the synonyms of common words; words which are colloquial, obsolete, archaic, rare, slang, or vulgar. The parts of speech are defined; quotations are given to illustrate the meanings of words; the derivations of words are told; principal prefixes and suffixes are explained, and the methods of building are shown.

(a) Exercises in the use of the dictionary. The following exercises taken from Rice's¹ *Lessons on the Use of Books and Libraries* illustrate the type of drill work that can be given to pupils to train them in the use of the dictionary:

Arrange the following words alphabetically:

necessary, home, please, amuse, bookstore, indicate, quaver, day school, tote, o'er, bookstand, catnip, earthy, mother, opinion, country, redolent, queer, quartette, wrong, separate, oversee, good will, India, mother-in-law, good-tempered, overrun, nominate.

Find as quickly as you can on what pages of the dictionary the following words are located. Do not find the words themselves, but write down the page for each word. Then when you have done this for all the words, see if you have written the right pages by finding the words themselves:

obstinate; irksome; sage; trestle; hideous; drumlin; banish; method; semicircle; mystery.

Compound Words. School room; saw horse; hat box; pen holder; horse chestnut; horse color; pin money; ice boat; ice bound; low born; text book; school grounds; school teacher; good natured; apple tree; score card; minute hand; bird's eye view.

Dividing words into syllables. Divide the following words into syllables, consulting the dictionary when in doubt:

guitar; enamel; admitted; separate; loser; evening; benefited; arranged; chariot; dutiful; arrival; persistence; preference; mentally.

Plurals. Write the plurals of the following nouns, referring to the dictionary when necessary (in the dictionary the plural form is given at the right of the form for the singular):

mullatto; madam; chamois; money; sanitorium; index; genus; genius; trout; focus; larva; cannon; son-in-law; fish; talisman.

Words with two correct spellings. Find in the dictionary two spellings for each of the following words, writing the spelling which you would use above the other in each case:

ay; catalogue; plow; pur; nought; practice.

Capitalization. Which of the following words should be capitalized? Consult the dictionary to verify your answers:

(1) morocco (a kind of leather); (2) leghorn (a breed of chickens); (3) southdown (a breed of sheep); (4) a.m.; (5) india rubber; (6) china

¹ Rice, O. S. *Lessons on the Use of Books and Libraries*. Rand, McNally and Co., 1920.

(porcelain); (7) amazon (a tall, strong, masculine woman); (8) north (the northern part of the United States); (9) franklin stove; (10) india ink.

Find the explanation of the following abbreviations in the dictionary. Note that the dictionary shows whether or not they are to be capitalized. Use the large dictionary for at least a part of the words:

e.g.; i.e.; l. c.; C. O. D.; Md.; M. D.; *ibid.*; B. C.; G. O. P.; *pro tem.*; A. D.

Learn by consulting the dictionary the correct abbreviations for the names of any two states in regard to whose abbreviations you are in doubt.

Copy the words in the following paragraph and copy the accent as given in the dictionary; then pronounce them. If two syllables are marked with an accent, the one with the heavier mark gets the stronger accent, the other a weaker accent.

instinct (noun); entrance (verb); placard (noun); address (verb); undertake; prefix (verb); placard (verb); invalid (adjective); circumnavigate; invalid (noun); affability; ally; contrast (verb); municipal; incommunicability; entrance (noun); instinct (adjective); contrast (noun)

Illustrations accompanying definitions. Find in the dictionary each of the following words; if there is a picture accompanying it, look at it carefully and compare it with the definition of the word and with the description of the picture if one is given. Be ready to tell the class about two of the words illustrated:

still (noun); hourglass; davit; bevel wheel; shrapnel; trestle work; xylophone; siphon; lister; castle.

Usually below the pictures of animals you will find some fraction, such as $\frac{1}{5}$ or $\frac{1}{4}$. You very likely have already correctly concluded that this means that the picture is $\frac{1}{5}$ or $\frac{1}{4}$ the height or length of the animal itself. With this in mind, estimate the size of the following animals by referring to the dictionary:

Height: lion; giraffe; orang-outang. Length: whale; tiger.

THE GAZETTEER IN THE DICTIONARY

Find the following in the gazetteer, pronounce the names, and read what is said of each, being sure to look up the abbreviations and signs which you cannot otherwise understand:

Golden Horn; Tom; Piave; Karnak; Fairfax; Chateau-Thierry; No Man's Land; Riviera; Xingu; Sarajevo; Jeff Davis; Aisne; Chihau-

hau; Veir; Helgoland; your own county; the county seat of your county; Marne; Ulster.

Select five names in the following list which you most care to look up in the dictionary and be ready to tell about each in class (in case some are not included in the dictionary, find them elsewhere)

Helen Keller; Rudyard Kipling; Admiral Dewey; Louisa May Alcott; Jack London; Theodore Roosevelt; Andrew Carnegie; John D. Rockefeller; Goethals; Pasteur; General Joffre; General Pershing; David Lloyd George; General Foch.

PHRASES DEFINED IN THE DICTIONARY

Find the following phrases in the dictionary and tell what each means, illustrating with a sentence:

(1) To walk Spanish; (2) to run to seed; (3) to sing small; (4) to take the air; (5) to walk the chalk; (6) hands down; (7) to eat one's words; (8) to set at naught; (9) the common run; (10) to kick over the traces.

Select five names in the following list and learn from the dictionary what each means:

Clara; Philip; Miranda; Robert; Ruth; Ethel; Albert; Martin; Andrew; Bertha; Eva.

NOTED NAMES IN FICTION EXPLAINED IN THE DICTIONARY

Select at least five of the following and look them up in the dictionary:

Fagin; Pippa; Colonel Sellers; Uriah Heep; Lilliput; Sherlock Holmes; Aladdin; Utopia; El Dorado; Sam Weller.

MYTHS, LEGENDS, AND FOLKLORE STORIES BRIEFLY TOLD IN THE DICTIONARY

Consult the dictionary for brief accounts of the following:

Juno; Aeneas; Golden Fleece; Asgard; Cyclops; Holy Grail; Siegfried; Centaur; Sleeping Beauty; Hercules; Cinderella.

SYNONYMS DISCUSSED IN THE DICTIONARY

Consult the dictionary in finding answers to the following questions:

(1) What is the difference between a *brute* and a *beast*? (2) Between a *business* and a *trade*? (3) Between a *thief* and a *robber*? (4) Between *bright* and *brilliant*? (5) Between a *street* and an *avenue*?

FOREIGN WORDS AND PHRASES DEFINED IN THE DICTIONARY

Consult the dictionary for the meaning of the foreign expressions in the following sentences, which are in italics:

(1) In *ante bellum* days, slavery was the main question. (2) The motto of the class was, *Labor omnia vincit*. (3) When Booth had fired the fatal shot, he leaped onto the stage and shouted, "*Sic semper tyrannis!*"

Write down the comparisons of the following words, and then consult the dictionary to see if you are right in each case:

old; well (adjective); ill; bad; true; sick; little; shy; cruel; costly.

QUOTATIONS IN THE DICTIONARY

Find a quotation in the dictionary for each one of at least five of the words below. When you find several quotations for the same word, select the one that is clearest to you. Make notes so that you can give

(1) the definition; (2) the quotation; (3) the name of the author quoted:
earth, hunt (v. t.); flatter; rather; lief; rude; woe; vengeance; beckon; quoth.

DERIVATION OF WORDS TOLD IN THE DICTIONARY

Find in the dictionary the derivation of the following words; make notes and be ready to recite upon them with your notes in hand:

wigwam; calico; bowie knife; gorilla; kidnap; silly; mustang; ninny; salary; tobacco.

PREFIXES

Notice the prefixes in the following words; make up your mind as to what each of them means, then turn to the dictionary and see whether or not you were right in your conclusions:

(1) *circumnavigate*, *circumference*, *circumpolar*, *circumscribe*; (2) *unfriendly*, *unreliable*, *unable*; (3) *postscript*; *postpone*; (4) *antidote*, *antitoxin*, *antislavery*; (5) *review*, *recollect*, *refresh*, *renew*.

SUFFIXES

In the following list of words tell as nearly as you can from the meanings of the words what each suffix means. Then consult the dictionary and see how nearly right your answers are.

(1) the suffix *less* in *godless*, *hopeless*, *helpless*; (2) *ward* in *backward*, *eastward*, *heavenward*; (3) *fy* in *beautify*, *terrify*, *Frenchify*; (4) *or* in *actor*, *surveyor*, *conductor*; (5) *ly* in *manly*, *queenly*, *fatherly*.

2. *Encyclopedias*. A vast amount of miscellaneous information is gathered into the general encyclopedias. Many editions are now available for school use. Pupils should be taught to use such reference books to secure brief accounts of topics being studied. They should learn how to

use the index words in the back of each volume, the kinds of subjects treated in the volumes, and how to find the cross reference given.

Exercises like the following are of value in giving this training:

By looking at the index words on the back of the set of encyclopedias, tell in which volume a discussion of each of the following topics will be found: wool, gasoline, Chicago, tarpon, Lloyd-George, bees, Naples, Parthenon, Zebra, kite, woodpecker, airplane.

Pupils should learn what subjects are likely to be treated in an encyclopedia. The following exercise will enable pupils to learn the scope of such a reference book:

Use your encyclopedia to see if information is given on the following topics:

(1) rivers; (2) the principal crops raised in North Dakota; (3) the telephone; (4) the President's cabinet; (5) the history of New Zealand; (6) the life of Pasteur; (7) value of farm products in the United States in 1920; (8) causes of the civil war.

3. *Yearbooks*. Much valuable data change from year to year. The value of its farm products in 1920 gives us no index of the prosperity of the United States today. Such information to be usable must be available annually and, hence, cannot be placed in encyclopedias. Yearbooks are issued for this purpose. Pupils should study such books to determine their make up, their scope, and the year to which the data apply.

Such exercises as the following may be used:

(a) About which of the following subjects does the yearbook give information: flags of all nations, Ann Hutchison, legal holidays in Indiana, corn yield in the United States, numbers of the President's cabinet, deaths due to cancer in the United States, books published in current year.

(b) Find in the yearbook answers to the following questions:

(1) Who is the commander of the American Legion?

- (2) What is the amount of the United States National debt?
- (3) How many votes did each candidate for the presidency in the last election get?
- (4) When will the next eclipse of the sun occur?
- (5) Who is the tennis champion of the United States?
- (6) How many immigrants of each nationality entered the United States last year?

4. *Atlases.* In the schoolroom the geography text is always available for the location of places. After one has left school, he rarely finds a geography book available for reference. However, atlases are found in most libraries. The pupil should become familiar with this book. He should discover its index and should learn how to use it. Questions like the following will acquaint him with the chief features of the Atlas: (a) Does it contain maps of important cities? (b) How many indexes are given and how are they classified? (c) Are the maps indexed? (d) Are there separate maps of each country? (e) In what ways do Atlases differ from each other?

How to find books. In order to make use of a given book the pupil must be able to find it in a classified library. This involves a knowledge of card catalogues, library catalogues systems, author cards, title cards, subject cards, subject-analytic cards, cross reference cards, the arrangement of cards in a catalogue case, guide cards, etc.

It entails also some study of the standard systems of classifying books such as the Dewey Decimal System. In this system books are classified under ten general headings—general works, philosophy, religion and mythology, sociology, language, natural science, useful arts, fine arts, literature, and history (including geography and biography). These general headings have in turn several sub-headings under each to which are given significant numbers. It is necessary that the pupil have some familiarity with such a system in order

that, having used the card catalogue, he may be able to locate the books he desires on the library shelves.

Magazines. Magazines form an important part of the reading of the adult. Good magazines furnish the best comments on current events and in them is found the best of our current literature. However, it is necessary to know what magazines to read, what type of material is offered in each, and how to use them for reference purposes.

The group of magazines which presents comments on current events include *Collier's National Weekly*, *Current Opinion*, *The Independent*, *Literary Digest*, *The Outlook*, *Review of Reviews*, *The Survey*, *World's Work*, *The New Republic*.

Magazines which feature general articles and short stories include *American Magazine*, *Atlantic Monthly*, *Century Magazine*, *Everybody's Magazine*, *Harper's Magazine*, *Scribner's*, and *The Saturday Evening Post*.

Certain magazines devote themselves to special subjects. Among these are *Popular Mechanics*, *Scientific American*, *System*, *Survey*, *National Geographic Magazine*, *The House Beautiful*, *The Outdoor Magazine*, *The Country Gentleman*.

Rice¹ says:

After we have selected the magazines which we want to read, we must still do some selecting: namely, what we are to read in those magazines. It would be unwise, as a rule, to read all that a magazine contains, for the same reasons that it is unwise to read all that a newspaper contains.

In reading a magazine, then, one should first make a selection of the articles he will want to read. By looking at the table of contents, and then reading just a little in the articles that seem to fit one's needs and likes, the reader can easily skip those articles which seem to him least worth while. This will save time so that he can read to better advantage the remaining articles.

¹ Rice, O. S. *Lessons on the Use of Books and Libraries*, p. 102—Rand, McNally and Co.

One can often decide whether or not to read a magazine article by noting who wrote it. It is well to notice who has written what seems especially good; this will help in selecting what to read.

Magazine articles are more carefully written than newspaper articles, as a rule, because more time is put upon them. Magazines should therefore be more carefully read than newspapers. It is a good plan for the reader to discuss with his friends what he reads in the magazines, as that will add interest to the reading and will help him to give attention to the most important things in what he reads.

It will occasionally be best to read only parts of a magazine article, picking up here and there those things that most interest the reader. This affords another important way of saving time.

(1) Read a current news magazine according to the suggestions given above. Report in class what you read and what you omitted and why; also how you found out what to omit. (2) Read and report on a story magazine in the same way. (3) The boys are to read and report on a magazine more especially intended for men, and the girls on a magazine for women. As in the preceding exercises, the reports are to show mainly how the reader decided on what to read and what to omit. (4) Be on the lookout to see who are the best magazine writers. Make a list of, say, five writers whom you especially like.

These magazines and many others of great value contain a great deal of recent information which has not yet found its way into books. Pupils should be taught to use such sources of information. This is difficult, however, unless the magazines are indexed or unless such general indexes as the *Reader's Guide to Periodical Literature* are available.

Summary. Pupils should do a great deal of reference reading in books and magazines in order to obtain additional data bearing upon problems under discussion and for mere pleasure. In order to use books to advantage they should become familiar with the various parts of a book. Certain general reference books such as the dictionary, encyclopedia, yearbook, and atlas should be studied with care so that pupils will know their resources. Definite training in the use of a classified library should be given. Children should become acquainted with a number of good magazines, should

learn how to read them, and know how to use general magazine indexes in locating articles of interest to them.

ADDITIONAL READINGS

1. Fay, L. E., and Eaton, A. T. *The Use of Books and Libraries*, F. W. Faxon Co.
2. Guilfoile, Elizabeth. Using the Public Library in the Teaching of Reading. *Elementary School Journal* XXII, pp. 126-131.
3. Hopkins, F. M. Is There a Need for a Course in the Choice and Use of Books in Our High Schools? *N. E. A. Proceedings* 1912, p. 1285.
4. Rice, O. S. *Lessons on the Use of Books and Libraries*. Rand, McNally and Co.
5. Uhl, W. L. *The Materials of Reading*. Silver, Burdett and Co.

CHAPTER XV

DEVELOPING APPRECIATION THROUGH RECREATORY READING

Our literary heritage. One of the principal aims in the teaching of reading is to develop appreciation and enjoyment of what is fine in current and classical literature. If, as Dr. Snedden says, "*Literature is what literature does,*" producing changes in our thinking, feeling, and doing, the source is world-wide and as varied in interests as the activities of life which have found expression in literature. In this sense, the term, literature, becomes all inclusive, with the literature of knowledge on the one hand, and the literature of power on the other.

The literature of knowledge, that vast field which includes both the practical and liberal arts, should be so developed as to cultivate intellectual interests to such a degree that habits will grow in reading from all kinds of wholesome matter through which is gained an understanding and appreciation of the great social, civic, and industrial activities; a warmer sympathy for the workers of the world; and a broader conception of human relationships. This literature gives the knowledge and skill needed in the workshop of life, but does it not also stir the imagination, stimulate endeavor, and create ideals?

The literature of power—that realm of poetry, of fable, fairy tale, and fantasy; of fiction and realism, which lifts the trite and commonplace to a plane of art, whereby universal truths are revealed—stirs emotional centers hitherto untouched, and furnishes an outlet for thoughts and feelings which need to find expression, if they are to live. It offers opportunity for release from imposed restraints upon the

spirit. It is one of the avenues through which we may learn to appreciate and control the values of life. As the child begins to read and think for himself he catches a glimpse of a deeper meaning, a new view of the old, which gives breadth to personal experience. He thinks, "Is that what it means?" or "I am like that character," or "I like that poem," even though he may only dimly sense *why*. He begins to measure himself by these ideals expressed in literature which develop right *feeling*, guide right *thinking*, and lead to right *action*. This literature lends wings to the imagination, stimulates endeavor, and creates ideals. It feeds the spirit and provides for a wholesome leisure.

Cultivation of the imagination. What is imagination? It is not merely the faculty of creating something out of nothing, of stringing impossibilities together, building an unreal world. "Imagination is the faculty of revealing things freshly and surprisingly," says Padriac Colum. The business man has it when he ventures into new fields of financial endeavor, the teacher has it when she finds a new approach to an old theme, the child has it in abundance. It needs to be preserved and directed to worthy ends—increasing enjoyment.

"To the grown person," says Stevenson, "cold mutton is cold mutton all the world over; not all the mythology ever invented will make it better or worse for him. But for the child it is still possible to weave an enchantment over eatables, and if he has but read of a dish in a story book it will be heavenly manna to him for a week." It is just as important to cultivate the imagination as to cultivate the will or the intelligence. We can train the will and the intelligence through the imagination. There is need for selection of material for this purpose in contrast to the material used for purposes of training the will and intellect. We need to encourage flights of the imagination as well as the exactness of accurate interpretation.

Imagination is the beginning of creation. You imagine what you desire. You *will* what you imagine and at last you realize what you will." This is the poet's way of saying that mental freedom or release from unnecessary restraint tends to creative activity and the development of personality. One of the avenues of approach to this freedom is through the cultivation of imagination.

Hans Christian Andersen, Stevenson, Scott, and others have opened the doors of this wonder world to children. They respect the imagination of children; their heroes may be taken as ideals; the spirit of kindliness, the element of justice, the spirit of high adventure, of mystery which pervade the stories, make a strong appeal. The long story woven together with elements of the unknown and the mysterious holds their interest. They are flattered to be able to read a long story with mystery in it. Fantasy does not trouble a child. Between the real and unreal there is no clear demarcation. Trees walk and talk; a swan becomes a king's daughter; the gingerbread house may arise on the instant; the magic carpet may waft them away to worlds unknown. This sense of boundless possibility should belong to everything in a child's story. These imaginative flights give one a sense of freedom, of mastery. The delight in the sense of the unusual—Aladdin's lamp, a key—may open the door to mystery, and they enter the world of adventure and enchantment. This in no way lessens their interest and enjoyment in reading informational material, but rather helps them to enter the world of reality with understanding and appreciation.

The nature of appreciation. Charters says:¹ "To appreciate means to estimate properly. We are well acquainted with appreciation as implied in ideals. Literature is said to have its chief value in giving children ideals."

¹ W. W. Charters. *Methods of Teaching*.

Strayer and Norsworthy say:¹ "Appreciation belongs to the general field of *feeling* rather than *knowing*. Appreciation is an attitude of mind, which is passive and contemplative. The individual is satisfied with it." This puts appreciation in the category of recreation. Appreciation, therefore, involves the pleasure tone, otherwise it could not be enjoyed.

If to appreciate is to estimate properly, if to appreciate is to find satisfaction and enjoyment in self-expression or the expressed ideals of others, then, in a broad sense, both types of literature render valuable service. We usually think of recreatory reading as the avenue through which appreciation is developed, but the ability to appreciate a good story, a good book, is dependent upon the ability to read intelligently.

We are training in appreciation *indirectly* in the study lessons, when we help children properly to estimate values through exercise of judgment, discrimination, and selection of materials for specific purposes. While emphasis is on comprehension, on soundness of judgment, and on skill in remembering, rather than on appreciation, the development of these abilities or skills enables them to find pleasure in the silent, leisurely reading of literary selections.

The appreciation lesson. We train in appreciation *directly* through a definite technique or pattern termed the appreciation lesson which aims to develop standards of selection, or as we usually say, a "liking," a "taste" for good literature.

Dr. Earhart² says in discussing the appreciation, or enjoyment lesson as Parker prefers to call it: "Appreciation and enjoyment are accomplished when there is an appeal to interest, to emotion, to a sense of appreciation of deeper or finer significances than appear at first sight. A person's idea of taste and of worth are based upon his knowledge to

¹ Strayer and Norsworthy. *How To Teach*.

² Lida B. Earhart. *Types of Teaching*

a great extent. . . . They are also greatly influenced by his attempts to do the thing himself."

Significant impetus toward artistic presentation of literary forms has been given by Dr. Hayward, of London, in a book, *Lessons in Appreciation*. Dr. Hall-Quest¹ summarizes his contribution thus:

Dr. Hayward maintains that the introduction of the learner to a great masterpiece of literature or art should be a "great event" in the learner's life,—as he terms it, a "red-letter" lesson. He furnishes a wealth of practical suggestions for making such a lesson a great event, emphasizing the importance of preparing the "mind and the mood" of the learner for advance by clearing up the difficulties that would otherwise stand in the way of full enjoyment and appreciation; taking care that the necessary foundation of information has been well laid, arousing an anticipatory interest by suggesting now and again that something important will soon happen: taking due precautions lest distractions will come to break the "magic spell" at the appointed hour; in short, making every possible effort to insure a dramatic effect that will make the lesson stand out sharp and strong and clear, something for the learner to look back upon in later years as one of the events of the school life.

Purpose of the appreciation lesson. The main purpose of the work in appreciation should be to increase enjoyment. What will young children enjoy? Large movement, lively action, plenty of color, extravagant music, hidden surprises, dark mystery, yet withal, simplicity, appeal. There should not be too much analysis and disturbing questioning to divert the mind from the main theme of the story whether told in ballad or dramatic or narrative form; not too much intellectual analysis of content—just enough to heighten interest—not too much of an attempt to discover the appreciation of emotional effects. This requires the artistic and delicate handling of the artist.

This art of the story-teller used in the presentation of stories and poems applies with equal force to the presentation

¹ A. L. Hall-Quest. *Supervised Study in the Elementary School*.

of literary material found in reading. Indeed, every teacher should recognize that the teaching of reading is both a science and an art.

Steps in procedure. An analysis of general practice yields the following steps in procedure. While more directly applicable to the study of poems, the same principles should be observed in the presentation of other literary forms.

1. Create a receptive mood by (a) previously preparing the background, (b) giving briefly any information and explanation needed, (c) giving some valid reason for listening when the selection is read aloud, (d) some valid reason for further reading.

2. Read the poem without pause or comment. Get the essential total meaning, the swing of the rhythm, the beauty of the language.

3. Discuss word meanings and word allusions, just enough to heighten interest. It is not necessary to understand every word of a selection to enjoy it.

4. Encourage children to, (a) select lines or stanzas liked best, (b) memorize parts when that is desirable, (c) to read aloud to the class or small groups, (d) interpret in other ways as a means of increasing appreciation.

5. Encourage children to bring other selections which they like for similar reasons.

6. Provide motive for oral reading and memorization of selections through (a) morning exercise, (b) surprise programs, (c) exchange service, (d) special red letter days.

7. Encourage creative effort through use of patterns in both prose and poetry, (a) imitation of given patterns, (b) original composition.

8. Standards of excellence are established in the minds of children by learning to distinguish in new reading matter characteristics previously recognized as admirable.

9. Encourage wide reading of both poetry and prose suited to the reading level of the group.

Recognition of literary elements necessary. The ability to read appreciatively is gained through recognition of certain accepted characteristic elements.

Children of the elementary grades, exposed as they are to the best in literature, come to have some appreciation of those elements which make a story, poem, or drama interesting and enjoyable long before they can express it—the story plot satisfies them, the music of the words delights them, the humor pleases them—they know they like it without knowing *why*. Our first work is to help them to like that which is universally good, true, and beautiful; our second, to help them to know why it is satisfying and enjoyable, and to do this in ways that will not destroy the very thing we seek; viz., stimulating growth to ever higher levels of literary appreciation.

What are the elements which go to make up a literary work of art? Structure, story, plot, incident, character, verse, image, figure, epithet, and other details are used to produce the total effect of a bit of literature. Which of these shall we expect to find serviceable for our purpose? All are contributions to their effect upon the child's consciousness, but certain of them may profitably be brought into high light and deliberately impressed upon the class, while others may well wait for later periods of development.

1. *Sequence of story.* Take for instance, structure, plot—the orderly sequence, as the beginning, middle, and end of a story or poem; or again, the balanced orderly composition, as Tennyson's "Bugle Song"—the horn, the actual echo, the spiritual echo. Recognition of orderly composition, a whole made up of parts, with consideration of plot, incident, and character is constantly sought through analysis of stories for increasing comprehension, and, as a by-product, the children

sense the beauty and economy of structure which lie upon the very surface of the best bits of literature. Through unobtrusive reinforcement from the teacher of these elements they work their effect of pleasure and discipline. This pleasure is an artistic product which should expand and develop with the child's reading.

2. *Portrayal of character.* In the study of character more than in any other aspect of the story, we must allow for the growth of the children. They are interested in the activities of the characters and to them there are just two kinds of persons—those who do things; and those who receive things. The former push forward the plot—they make things happen; the latter are lay figures or devices furnishing background, chiefly.

"Children are prepared to appreciate the activities of people. They as readily discern the distinguishing traits of personality in book characters as in real life, and they are satisfied that the wicked shall become more wicked and the stupid even more stupid, to their undoing, but any *evolution* of character awaits their fuller development. The teacher helps them to judge from his deed whether a man is good, bad, helpful, or hindering. But no deed is all activity. Back of it lie motives and passions, and beyond it lie moral and social results. There is a name for Little Boy Blue's failure in duty, and for Jack Horner's self-approval. As the children advance, there can be some awakening to the more delicate discriminations of motive and action—as the conception of a man who is both good and bad; and the realization that character changes under our eyes by some experience or by the influence of some other person; and to estimate the far reaching consequences of the deed we witness in the story."¹ The use of thought questions, problems, puzzle situations which train in judgment; the recognition of the fundamental

¹ Porter Lander McClintock. *Literature in the Elem. School.* p. 82.

qualities or passions—the motives which bring about the action and the obvious results in personal and social ways are all that we should do.

An appreciation of the portrayal of character is secured through dramatic effort whether it be in the form of pantomime, puppet show, movie, or spoken drama. Opportunity to participate in the presentation of character parts through combining oral reading with dramatic action is excellent since familiarity with the part is necessary, scanning of skimming the lines essential, while interpretation through the spoken word and action strengthens appreciation of the character, the scene, or the entire drama. Use should also be made of the monologue wherein the story is told from the point of view of one of the characters. A bit of costuming secures interest and aids in the interpretation of outstanding qualities of character. What child can miss the sweetness and purity of Evangeline when one of his own group stands before him, and in manner, in voice, in dress, stimulates his imagination as he listens to the rehearsal of her experience? Another excellent means for stimulating interest in characters and in the times they represented is the portable marionette stage with dolls dressed in costume, each costume correct in detail. This interest is confirmed by reading from the text and other sources, and the dramatization given on the stage with a child speaking the lines of the character which the doll represents.

Dramatization in which children actively participate, requires careful reading, close attention to details relating to costume and setting, and weighing of values, and aids in the correct interpretation of characters. Through their study of great persons in history and literature, through their attempts to interpret these characters whom they look upon as friends in some form of dramatization, or to present the ideals for which they stand in some form of memorized

selection, some appreciation of character qualities and the way in which they are presented is gradually gained.

3. *Beauty of language.* Literature differs from other kinds of writing in its use of language, since it aims at beautiful and striking expression. Since it often seeks beautiful and delicate effect, it is often more accurate than other kinds of writing, and since it sometimes seeks strong and noble effects, it is often more vigorous than other writing. For these and kindred reasons it seeks variety of expression and so displays a larger choice of words and a wider range of literary figures and allusions. This has an immediate effect upon the style and vocabulary of children.

Beautiful and musical speech is the crowning quality of literature and nothing should persuade us to forget it. It makes its appeal to the youngest, as well as to the oldest; and the teacher will do everything possible to cultivate the love of rhythm—the musical flow of language, whether in verse or prose. This cultivation of the child's ear for literature should go on through his school life.

Increasing verbal appreciation through reading literature. Reading vigorous literature develops the mastery of imagery. Is there less reason for expressing a thought beautifully than there is for painting a picture? Art appreciation should be coupled with the appreciation of spoken words. What does the picture say to you? "Can you find the meaning and express it in fitting words? One boy looks at the Angelus and thinks something has been lost in the grass. Another looks and writes, "The people are weary, they long for God." The second boy had looked, found beauty, and had expressed the thought simply, exactly picturing the reverent emotion of peasants at the close of a day of toil.¹

Show bits of exquisiteness; at first, an apt expression, a vivid word, a phrase which falls pleasantly upon the ear, a

¹ H. Lawton Chase. *Journal of Educational Methods*, Sept. 1923. p. 13.

truth expressed nobly; bits of the unknown world—the land of the imagination, works of fantasy, hero stories, travel stories, above all, poetry which gives to them the gift of exact expression and of imagery. There is a wealth of glorious and inspiring poetry for girls, for boys, for occasions which will touch the lives of our children and glorify the commonplace.

Let us take the thought of death as depicted by Mrs. Browning in "He Giveth His Beloved Sleep," or the thought of sudden death. Can we depict it with skill as the artist does in the statue of the Dying Gaul? Where now is the horror, the ugliness?¹ Kipling has done it: "The brown skin blued where the bayonet kissed." Death thus described is not horrible, because the author describes exactly what took place. The flesh did blue and the bayonet, like the lover's kiss, did permeate the whole system. It is the exactness of description we must cultivate. To do this our own expression must be clear enough to be rid of the phrase, "You know what I mean." We bare our poor and weazened vocabulary to the gaze of the listener or reader and ask him to be a necromancer and fill in the words we omit. If we use clean-cut sentences, our children will do the same; if we enjoy good books, they will gladly read those which give delightful ability to express themselves in an attractive way.

Creative effort. Exact expression is always pleasing and delightful. Children have beautiful, fantastic, or majestic thoughts clamoring for expression, and they must clothe these ideas grotesquely or crudely, because they have never heard or read enough to develop a vocabulary of imagery.

"Children are fickle in their devotion to an idea, or to the garment it may wear.² Before they can properly dress their ideas and parade them for others to notice and enjoy, they have tired of them, and have gone off to play with some

¹ Chase, H. L. *Journal of Educational Methods*, Vol. 3, p. 12.

² *Ibid.* p. 13.

nasty little street gamin of an idea that looks best when he has no clothes on at all. They may often prefer to clothe their ideas in the picturesque language of the street—slang possibly—effective phrases which are in current use. A living language is what they seek. In a city of beggars a clown's costume is a relief from the monotony of animated tatters."

Listen to what some of our children write:

AT THE DOOR

Is that you knocking at the door,
Mr. Wind?
You needn't knock so hard,
For the door is always barred,
So you needn't leave your card,
Mr. Wind.

Is that you knocking at the door,
Mr. Rain?
We think you'd better stop,
For we do not need a drop,
And we haven't time to mop,
Mr. Rain.

Is that you knocking at the door,
Mr. Snow?
You may try the window sills,
And the valleys and the hills,
But you give us all the chills,
Mr. Snow.

Is that you knocking at the door,
Mr. Sun?
You're welcome here today,
For you bring good news of May
And we hope you 've come to stay,
Mr. Sun.

THE ECLIPSE

Saturday dawned with the eclipse.
The moon, the sun enshadowed.
When all at once it grew dark,
Like a moon-light night it looked,
Three stars were brightly shining,
The sun's corona flickering,
The shining wave lengths moving,
While the moon away was speeding
Ever faster across the sun.
A moment! then 'twas gone,
The bright day again returning.

Elizabeth, New Jersey.

EVA KOVAES, *Grade VI.*

WINTER FAIRIES

A frisky little fellow,
Dressed all in snowy white,
Came down to paint the window pane,
One cold and wintry night.

He summoned snowflake fairies,
They answered to his call,
Gathering all around him,
They soon began to fall.

And, when I woke this morning,
The snow was all around,
A silvery, shining coverlet
Lay over all the ground.

Elizabeth, New Jersey.

WILLIAM LOTH, *Grade IV.*

Where did these children gain this imagery, the dainty exactness of thought? Out of impressions received from stories, poems, observations, and a well-stocked vocabulary, they were able to build a series of thoughts and to clothe them artistically.

This desire to express one's self is inherent in children: this desire to express a sense of beauty should be recognized. There are values in expression for the joy of it—the song in the singer's heart should reach out and touch the song in the heart of another. The content of poems and stories should be talked over, sometimes read aloud, when that will help in interpretation. "Oral reading is good, but thinking is better," says Chase. "Give fascinating stories, more than they can possibly read. Get them to talk personally to you about them. Don't be too anxious to show that you know the stories. We *know* too much. Conferences should be informal and inspiring. Do not over-estimate the ability of children. Fifth grade may prefer third grade level. Hold out surprises, temptations, in the field for good things."

As they discuss and enjoy what is read, they are inspired to give expression to something that has touched their lives keenly. As they imitate or originate some simple form, they have a warmer appreciation, a keener sympathy born of their limited experience for the artistry and the truth revealed in the stories or poems they read. Creative effort, therefore, increases literary appreciation.

Stimulating appreciation through participation. There is real need to emphasize *sharing* as fundamental in arousing appreciation. The story told, the poem read by the teacher, is invested with a new quality. "It is the story or poem *plus her appreciation of it*. It comes to the children filtered through her enjoyment. It is this filter of personality which lifts the story from the plane of *knowing* to the plane of *feeling*. The longing for the expression of the personal experience is a very human longing."¹ We need, then, to consider some means of expression and communication which will stimulate both thought and feeling and secure satisfaction and enjoyment. The simplest of these are listening

¹ Sara Cone Bryant. *How to Tell Stories to Children*.

and oral comment, or immediate discussion, informal yet wholesome and stimulating; others are reproduction under a true audience situation already discussed elsewhere; analysis of thought; comparison of form and content; supplementing from one's own mental stock; constructive activity, including both illustration and interpretation through materials and ideas, such as, constructing a costume, or writing a play; creative work in dramatic form, and in dance and verse rhythm; correlation of the arts—poem, picture, and music.

Exercises for training in appreciation. Suggestive exercises for training in the ability to appreciate (a) beauty of thought, (b) beauty of poetical language, (c) construction of plot, and (d) verbal appreciation, have already been indicated in preceding chapters.

The exercises which follow are suggestive of the unbounded possibilities in the development of appreciation through the innate desire to share with another that which we have ourselves enjoyed. Choice has been limited to poetry, but the dramatic and narrative forms are valuable.

1. *Awakening appreciation through analysis of thought, through comparison of content and of form.*

Ghost Fairies, by Frank Dempster Sherman.

The study of this poem may be anticipated by telling the story of *Rhoeus*, by Lowell, or *Old Pipes and the Dryad*, by Stockton. The children become familiar with the belief of the ancients that a spirit dwells within trees; and this will help them to understand what Mr. Sherman had in mind when he wrote this poem.

- a. Analysis of thought. Ask the children if they have ever watched a fire burn low? What have they seen? The more imaginative ones will tell various things that the flames and the red coals and the smoke look like, such as, castles, trees, mountains, caves, ladies, etc. Tell them

that Mr. Sherman, who wrote this poem, used to think that he could see fairies in the fire. The fire told him about them.

Read the poem through to find out what kind of fairies he thought they were and why he gave them this name. Perhaps you can find another name for the poem.

The poem tells us where he thought the fairies once lived and what they did. Read that part of the poem again. What did he say these fairies were like? Why did he call them this? How did they get into the trees? How are they set free?

What word does he use to tell us that they are gone in an instant? What does it mean when it says "when the open fire is lit," "tales of a forgotten race," "in the ancient chimney place"? Find some other word groups which give you good pictures.

- b. Awakening appreciation. Close your eyes and see "pictures in the fire." Read the poem again and try to see the pictures which the poem tells us about. What part would you like to say just as he says it? Read it aloud. If you were to write a rhyme about the fire, what rhyme words would you like? List the rhyme words in the poem. Try making a rhyme.
- c. Comparison. Appreciation is also awakened by comparison. Another poem similar in theme but different in treatment should soon follow.

2. *Supplementing from one's own mental stock, or reading between the lines.*¹ Reading is an act by which one mind moves another mind, not only through memorized words, through recall of ideas which the words convey, but by stimulating the mind to find ideas "between the lines." The good reader not only grasps the author's thought but supplements

¹ Silent Reading by Germane and Germane offers excellent suggestions for reading between the lines.

it from his own experience, thereby enriching meanings and increasing appreciation. Ask the children to read a poem, such as,

A SONG OF TOYS

Sing a song of spinning top,
Of flying rope and ball,
Of flying kites above the trees—
The springtime brings them all.

What do you read between the lines? All that is between the lines is what a little child thinks. Can you make a picture of what you see? Can you tell or write this as a little story?

JUNE

Read

June overhead!

All the birds know it, for
swift they have sped
Northward, and now they
are singing like mad:

June is full-tide for them,
June makes them glad,

Hark! the bright choruses
greeting the day—
Sorrow, away!

Think

This must mean midsummer.
Just as noon time with the sun
overhead is the middle of the
day so June is the middle of
the year.

This must mean the happiest
season for the birds. It is the
full-tide for us, too, "What is
so rare as a day in June?"

What birds make the air ring
with song in early morn? I
have heard their chorus. No
one can be sad when the
world is gay.

3. *Contemplation of beauty.* Poetry suggests a wide range of opportunities for the enjoyment of the contemplation of beauty. This enjoyment comes through enrichment of experience or contacts with beautiful things in nature and social life. Some there are who need no tutoring to develop

this enjoyment. On the other hand, we find persons who through training have *learned* to enjoy observations of nature which they might have otherwise missed.

"Life has loveliness to sell
All beautiful and splendid things,"

writes Sara Teasdale in "Barter." This loveliness of color, of picture, of tone, is caught and felt by the poet, reflecting an experience and touching that of another. Children should have an opportunity to listen, to think, to react to sheer loveliness.

FOUR-LEAF CLOVER

"I know a place where the sun is like gold
And cherry blossoms burst with snow,
And down underneath is the loveliest nook,
Where the four-leaf clovers grow."

ELLA HIGGINSON.

While you are reading, bring to mind each of the beautiful pictures and movements which your experiences may have prepared you to appreciate. The country child will have gained it through experience; the city child through the imagination.

4. *Interpreting rhythm through musical invention.* Rhythmic verse has unbounded charm for young children. They like the swing of the lines, the sound of the words, the broad outline of the pictures. Enjoyment of the lyric and the ballad can be enhanced by the use of musical invention on the part of the group. Many poems, such as Tennyson's or Rosetti's, almost sing themselves. It is easy for children to determine whether the musical theme shall be a lullaby or a march tune of heroic boldness.

Take Tennyson's poem, "Stars of the Summer Night." Correlating the words with the music, the atmosphere of the poem is satisfying and its expression in song will spontane-

ously follow. The lullaby, a composition with definite musical content, lends itself to imitation.

Have the children read another poem, such as "The Japanese Lullaby," or "The Norse Lullaby" and try, through imitation and invention, to create a satisfactory musical composition which will set them to search for other poems which can be said and sung.

5. *Interpretation through dance rhythms.* Just as the poem may be more keenly appreciated through musical interpretation, so also can appreciation be enhanced by some form of physical activity which the thought and rhythmic form of the poem suggests. Children readily express in dramatic play the essential scenes in a story. They should also be encouraged to express spontaneously in the form of the esthetic, interpretative dance the essential meaning of a poem, when this form is suitable. The spontaneous expression, genuine and free from affection, or the satisfactory interpretative movements may be organized into a pattern of the esthetic dance in which all may participate, or a group may interpret through dance rhythms while the others recite the poem.

6. *Interpretation through fitting an image or picture into a poem or story.*

Literature performs another valuable and definite service for the child by increasing and supplementing in many directions his store of images. The average child has many image sights and sounds which are not widely varied and rarely beautiful. It is the extraordinary child who finds the beauty *where he is*. Says Fra Lippo:

. . . . we're made so that we love
First when we see the painted things we have passed
Perhaps a hundred times nor care to see.

So, the child, when the details of a personal experience is set in literature, sees them with a halo of new beauty and

value. This is the radiance of art. It has stirred the imagination of the writer who sets it out in figurative language, thereby, presenting concrete images and pictures, and stirring the imagination of another.

Read "The Night Express" by Monkhouse. Do you catch the picture? Does it thrill you? Read it again and find out what makes the picture so complete; what it is that gives such satisfaction?

THE NIGHT EXPRESS

With three great snorts of strength,
Stretching my mighty length,
Like some long dragon stirring in his sleep,
Out from the glare of gas
Into the night I pass,
And plunge alone into the silence deep.

COSMO MONKHOUSE.

7. *Interpretation through correlation of three art forms—poem, picture, and music.* There are in every class unimaginative, matter-of-fact, commonplace children who need to have given to them and to learn to enjoy, if possible, the vagaries and haphazard inventions which come to one in intellectual play.

Through contact with the more artistic and ordered bits of literature, through the use of picture and music, we may hope to train the seeing eye and the hearing ear and to cultivate the imagination, which is seeing with the "inner eye"—and out of this oft repeated experience the growth of further power to grasp and construct out of his own experience some form which will give satisfaction in creation. The results attained by the correlation of the arts in increasing appreciation cannot be measured.

Place before the class as a silent teacher "The Song of the Lark" by Breton. Read the poem "The Lark" by James Hogg, and note the effect. Increase appreciation by cor-

relating the musical selection on the Victrola Record, "Hark, Hark, the Lark," or "Lo, Hear the Gentle Lark." The atmosphere in each art form contributes to the fuller appreciation of the poem. There is little need to discuss atmosphere, balance, rhythm, harmony, for they have left their impress.

8. *Memorizing.* We may reasonably expect that children shall memorize a few good poems each year, since it does not take many repetitions of a poem to fix it in a child's mind. The oral rendition of the much loved poem gives the best opportunity for cultivating the voice, the enunciation, and the pronunciation. The children's pleasure in presentation is increased by helping them to convey to the audience that which they have fully appreciated. The atmosphere, the mood, the story, the rhythm create the desired dramatic effect, and a teacher can do much to help all the children toward a distinguished manner of expression. They will do it spontaneously, if they *feel, understand, and appreciate*. These memorized poems, like the stories told and read, should be oft repeated as contributions to the pleasure of the class, or of a larger group.

Exchange programs between grades should be of common occurrence. Children should return to the preceding grade at intervals and repeat poems learned during that time; or pupils sent from a lower grade to the more advanced may act as leaders in the verse tournament or song-fest, when the whole store of memorized poems is brought out and enjoyed.

9. *Oral reading.* There is no doubt but that oral reading should be used as a climax to the study of a selection and as another means of interpreting that which has been found enjoyable through silent reading. Often one comes upon passages which one wishes to share with another—exactly as given. Certain types of material which appeal are best interpreted by the human voice, and can be fully appreciated

when read aloud. For the purpose of sharing that which we have enjoyed reading is comparable with story-telling, with dramatization, when it is used with the same dramatic effect and for the purpose of enhancing appreciation of literary selections.

Appreciation of literary forms is gained by the pupils through oral reading when they may actively participate in one of the following ways:

Reading dramatic or dialogue parts in preparation for a play.

Reading character parts in a narrative.

Reading and interpreting in action parts of stories enjoyed.

Reading poetry, interpreting the mood, the story through the voice.

Reading poetry to the swing of well defined rhythm—(a) lullaby, as “Sweet and Low”; (b) dance rhythm, as “The Fairies,” by Allingham.

Recreational reading or reading for enjoyment. Bonser says:¹—Literature should be read primarily for enjoyment and appreciation, and should never be used for any other purpose to a degree that will divert its enjoyment. It should stimulate growth toward increasingly higher levels of literary appreciation.

Parker says:²—The development of appreciation of reading is one of the effective ways of increasing harmless enjoyment of leisure. Recreational programs for training in reading and music are rapidly being developed in elementary schools.

The teachers’ attitude toward recreational reading. A favorable attitude toward fun for fun’s sake and reading for fun has been rapidly developing in the schools through the emphasis placed on silent reading which has markedly in-

¹ F. G. Bonser, *Elementary School Curriculum*. Chap. V.

² S. C. Parker. *Types of Teaching and Learning in the Elementary Schools*.

creased the reading rate and comprehension and has necessitated the introduction of more varied reading material to satisfy the children eager to explore new and unknown worlds through their reading. Well-selected grade libraries with a wide reading range, co-operation with city libraries, and books in the home are provisions made for children having varied interests and aptitudes. There is a sincere desire to respect the individual's varied method of enjoyment, at the same time attempting to form a taste for that which is good and wholesome. Owing to the initial qualities, to environmental differences, one individual may be lacking in the enjoyment of poetry or fiction, but may be fond of thrilling stories, or history, while another may care for realistic stories and the ballad form in poetry. Each one should be exposed to the best there is in a good book, good music, good picture, but each will not "take" in exactly the same way. Even when the same book, or story, or poem makes an appeal to different persons, by virtue of their experience they may enjoy very different features of it. Respect for the individual tastes, particular "bent," should be encouraged through more reading-for-fun, reading for enjoyment in the library hour, or "browsing" about in the library, and more "hobby" reading among the older pupils.

Providing pleasurable associations. It is not enough to develop a discriminating taste for that which is good in preference to that which is not. It sometimes happens that in our zeal to accomplish this worthy aim, the pupils come to look upon literature as a form of punishment. The school aims to do more than this by providing sufficient kinds of pleasurable opportunities so that the pupil forms the habit of indulging in reading as one form of congenial recreation. The teacher should maintain a spirit of recreative pleasure in each leisure activity and give the pupils such frequent experiences in reading for fun, in contrast to the well-defined use of

reading as a serviceable tool which needs to be sharpened through practice, that they form the habit of *reaching out* for further contacts with favorite authors, just as they seek recreation in musical performances, pictures, or games, or beautiful things of nature and social life.

1. *The public library.* Reading outside of school has received a new impetus from the training in good reading habits through the work-type of material and its further application in reading for enjoyment, which the school rightly directs to worthy ends. Vast numbers of children are influenced by the school library, and the public libraries, closely associated with the schools, find them frequent and constant visitors. Various plans of co-operation between teachers and librarians are in operation with excellent results in raising the standards for children's reading.

Children should be encouraged to "browse" about in the library, to stop long enough with a book or an author to get acquainted with him. They should be helped to look upon books as friends whom they choose for certain admirable qualities, not always just because they are within sight. The matter of selection is important. Children should be encouraged to ride a hobby for a while—hobby reading among boys and girls of the upper grades, rather than too much miscellaneous reading is suggested. Parents, teachers, and librarians should see that the boys and girls of each grade have a well balanced reading repertoire—including both drama and poetry as well as narrative. The requirement of some form of check on outside reading either in the form of a book report, or a test covering a wide range of reading materials should be required.

2. *The home library.* Every home should have a nucleus of a library, at least, and children should be encouraged to contribute from this source from time to time. Suggestions to parents could then be made by teachers. Valuable service

can be rendered by worth while and inexpensive books and magazines which should find a place in the home.

3. *Library talks.* A further means for arousing appreciation of good books is the occasional talk given by the librarian, who initiates the children into the pleasure afforded by the new books upon the shelves, into the care and responsibility of the books which are so generously provided. The story-telling hour as successfully carried out in some libraries is a wonderful stimulus to the right selection of good books.

4. *Book exhibits.* In this same category the book exhibit offers another opportunity for acquaintance with the good books. Displays of books, both old and new editions, beautiful printing and bindings; rare old books and manuscripts; exhibits showing how books are made, etc., stimulate an interest in books and a desire to possess them.

5. *Programs.* Not infrequently, certain communities need to be stimulated to look upon books as a means of recreation. Introduction to books through dramatic interpretation of captivating scenes or important characters by children and adults is often effective. The following are suggestive:

a. *Book Friends.*

A little girl who has been ill is visited by a number of her Book Friends. Each little Book Friend is introduced by a Fairy who turns the leaves of a big book—large enough to frame the character represented therein. Each character tells something of special interest in the book, etc.

b. *Longfellow Day.*

Many children may participate. Each pupil selects a poem he desires to memorize; pupils may work in groups; the entire class may provide the chorus, in parts. Each poem is interpreted in costume and in dramatic action. Each participant is introduced by

a pupil who gives a bit of history, or narrative in connection with the selection.

The following selections were made by a fifth and a sixth grade class.

1. Parts of Hiawatha given in costume.
2. The Wreck of the Hesperus—three characters and chorus.
3. The Village Blacksmith—with Anvil Chorus on victrola.
4. Skeleton in Armor—two characters in costume.
5. Evangeline—characterization in costume.
6. Courtship of Miles Standish—dramatization of parts.
7. The Old Clock on the Stairs.
8. The Day is Done—musical composition by class.

Special appeal through an attractive program, which should properly grow out of the regular classroom work, is a sure means to meet the desired end. If the children are not interested particularly in the poetry of Riley or Stevenson, preparing for an event will help to create interest; or on the other hand, if the children are enthusiastic about Robin Hood, as they are apt to be, no better climax can be provided as an expression of their enthusiasm than a Robin Hood play; or the ballad form may make such a strong appeal that ballads will be written, said, and sung. These are means used to heighten effects and to increase appreciation of literary forms and content.

6. *Dramatization, the pageant, and the festival.* Dramatization or acting of any bit of literature which lends itself to this form is in many ways the most satisfactory of all returns which we may ask of children. It is a form of reading. Pupils find pleasure in the demands of the dialogue, in the portrayal of character through action, and the colorful setting or background which the dramatic interpretation re-

quires; but as they work together to create desired effects, it becomes more than that to them. For a brief time they *are* the characters in the play, and they *live* in the atmosphere of the drama. It is this *re-creation* of vicarious experience on the play level which increases their understanding and appreciation of literary values, while at the same time it develops skill in this important form of recreation.

The pageant is a form of creative art in which drama, music, and dance are interwoven around some central theme to produce a magnificent spectacle—a human moving picture, in which dance and drama play their parts, in which colorful pictures have their place accompanied by poetical language, ballad, verse, or song; and all bound together by graceful movement and appropriate music.

"The pageant, or the festival, gives a broader and bigger idea of life. It helps us to act freely and to be creators. It changes our attitude toward our work, and by bringing us into contact with the past, with lives of great peoples, it gives us an appreciation of life and culture. By prolonging our period of enjoyment, it prolongs our progress. It is one means of self-expression, one form of community expression and national expression which the schools should cultivate."¹

Participation is the keynote in increasing appreciation. "Knowledge is not virtue or power except to the degree that it functions in life. Thus the teacher's problem is to establish wholesome reactions, habits and attitudes in the minds of her pupils."²

Summary. The social values of reading have been emphasized throughout the text as a direct means of stimulating an interest in the right kind of recreational activities for the purpose of increasing the "harmless enjoyment of leisure," as Dr. Parker expresses it. In his book, *Types of Teaching and*

¹ Needham. *Pageants and Festivals*.

² Germane and Germane. *Silent Reading*.

Learning in the Elementary Schools, in a chapter which he seriously thought of calling "More Fun for More People," he says: "We are concerned with the problem of bringing as much of fun and of frolic and quiet contemplative enjoyment into the lives of people as we can without interfering with their service to society." In this chapter, emphasis, therefore, has been placed upon the fun and pleasure obtained from *listening*; upon *reading* as a leisure occupation; upon *dramatic* interpretation; and still further, upon *creative effort*, as effective means for the development of right reading attitudes, the attainment of skillful silent and oral reading, and the constantly increasing enjoyment and appreciation of literature.

ADDITIONAL READINGS

1. Abbott, Allan, and Trabue, M. R. A Measure of the Ability to Judge Poetry. *Teachers College Record* XXII, pp. 101-106.
2. Abbott, A. Reading Tastes of High School Pupils. *School Review* X, pp. 586-600.
3. Dogherty, Marion A. *Literature in the Schools*. Little Brown and Co.
4. Hayward, F. H. *The Lesson in Appreciation*. The Macmillan Co.
5. Hosis, J. F. *Empirical Studies in School Reading*. Teachers College Publication.
6. Kaufmann, M. L. Planning the Use of Varied Reading Materials. *Elementary School Journal* XXI, pp. 380-389.
7. Leonard, S. A. *Essential Principles of Teaching Reading and Literature*. Lippincott.
8. MacClintock, P. L. *Literature in the Elementary Schools*. Univ. of Chicago.
9. Olcott, F. J. *The Children's Reading*. Houghton, Mifflin and Co.
10. Rosenberg, Ida. Directing the Tastes of the Casual Readers. *Public Libraries* XIII, pp. 294-297.
11. Uhl, W. L. *The Materials of Reading*. Silver, Burdett and Co.

CHAPTER XVI

DIAGNOSING READING DEFECTS

The chapter content. In the preceding chapters the discussion has concerned itself largely with the normal development of reading habits and abilities. We have thought chiefly in terms of the teacher and the class group.

The present chapter discusses the problem of the pupil who does not move normally along the path from immaturity to maturity in reading ability, who is left by the roadside because of some special reading disability. Specifically, it presents the problems connected with remedial work in reading, lists certain known causes of failure, presents methods of diagnosing reading defects, suggests remedial exercises to overcome these defects, discusses individual progress records, and gives several case studies in remedial teaching.

Why remedial work should be given. The American system of teaching is of the mass type. Regimentization of our schools has resulted in unit classrooms with forty or more pupils for each teacher. Large groups recite in each subject and, usually, little or no attention is given to the individual pupil. Much of the weakness in our methods of teaching reading is due to this system of mass instruction which does not attempt to discover the reading ailments of the pupil, but which prescribes the same routine for all. It is recognized now that there is no standard cure for all reading ailments and the progressive teacher is now paying attention to the individual, giving to each pupil special treatment as needed, making it possible for him to make normal progress with the group.

In speaking of the need for this special type of work Horn¹ says:

When we speak of remedial work, we usually have in mind exercises intended especially for children with rather serious special disabilities. It is now a well-known fact that there are children in most elementary schools who suffer so seriously from one or more reading disabilities that they are incapable of progressing in anything like a satisfactory manner. Often these disabilities are so influential that a pupil whose intelligence quotient would seem to warrant normal progress is retarded several years not only in reading, but also in all subjects which must be learned from a book. It is clear that such pupils should be given immediate and skillful diagnosis followed by remedial treatment.

The problems involved in remedial work in reading. Before teachers can undertake remedial work with any great promise of success certain problems of procedure must be faced and solved.

1. *Teachers must be familiar with the common causes of failure in reading.* The physician, before he is permitted to practice his profession, must complete an extended course of instruction relating to the physical ailments which he will be called upon to combat. He becomes acquainted with the symptoms of many diseases, is trained in the technique of diagnosis, has studied the actions of possible remedies, and knows the signs of progress and improvement. The teacher who expects to remove reading defects of pupils must first know the common causes of failure in reading. These have received the attention of a number of investigators during recent years so that we are now able to classify and describe with a fair degree of accuracy the chief reading defects which retard or stop the progress of pupils. They will be discussed in detail in a later section.

¹ Horn, Ernest. *The Objectives of Reading as a Guide to Remedial and Prophylactic Work. Second Yearbook of Dept. of Elem. School Principals.* p. 287.

2. *Teachers must be familiar with the technique of diagnosis.* It is not sufficient to know what reading defects retard progress. In addition to this, the teacher must be able to diagnose specific cases in order to determine the particular classification into which each falls. She must be able to study the reading habits of Mary or John or Susan by means of standard and unstandardized tests, a reading history, and other data and be able to arrive at verifiable conclusions concerning the specific causes for failure in reading. Great progress has been made in this field. W. S. Gray in his monograph, *Remedial Cases in Reading: Their Diagnosis and Treatment* has in this field of diagnosis secured results as accurate as those of the average physician in his diagnosis of physical defects.

3. *The teacher should have available an adequate supply of tested material to be used in giving appropriate instruction to those pupils needing special training.* There are many quack remedies on the market. Care should be taken that the use of patent medicines for reading ills be not encouraged. Children spend many hours in drills that do not accomplish the intended purpose. However, suitable materials for instruction are becoming available. Laboratory experiments, such as those conducted at the University of Chicago and elsewhere, have demonstrated the value of certain types of reading material in improving specific reading defects. These materials have been presented in monographs and yearbooks which are available to teachers. Teachers who are interested in this problem may devise and test their own material. This work can be carried on in the classroom as well as in the experimental laboratory.

4. *Teachers should obtain special training for carrying on remedial work in reading.* This is a problem for solution by our teacher training institutions. However, the fact that she has had no special training in this field need not deter

the teacher from undertaking it. With a background of information, such as is given in the articles and books listed in the bibliography at the close of this chapter, the progressive teacher may venture into the new field with confidence. She may not be able to work with certainty of success in each case, but she will improve many cases of failure, and she may feel sure that her investigation in this field will react favorably upon all her classroom teaching.

Causes of failure in reading. One of the major requirements for those who would carry on remedial teaching in reading is a knowledge of the most common causes of failure. This knowledge is a prerequisite to reading diagnosis. The causes of failure may be classified under two general heads: (a) those concerned with the mechanics of reading and (b) those concerned with the thoughtful processes in reading. While these two groups are to a great degree interlocking, each has sufficiently outstanding characteristics as to permit of such a classification for the purpose of discussion.

I. THOSE READING DISABILITIES WHICH RETARD
OR PREVENT THE DEVELOPMENT OF THE
FUNDAMENTAL READING HABITS

1. *Inability to recognize the printed word.* Of this group Kellar and Fernald¹ say:

Among the various types of poor readers probably the most striking are those of normal mentality who, after one or more years of instruction have practically no ability to recognize the printed word, and who profit very little by intensive application of the usual methods of instruction in reading. In the diagnosis of individual cases brought to our attention we have found this type to occur not infrequently. For a time, remedial work with other types of poor readers was set aside so that we might

¹ Kellar, Helen B., and Fernald, Grace B. Remedial Work for Non-Readers. *The Second Yearbook of Dept. of Elementary School Principals*, Vol. II, No. 4, 1923. p. 333.

concentrate our efforts upon securing accurate and reliable data, and eventually a teaching method for these non-readers.

The subjects diagnosed in our work have been, in many instances, strongly motor. Several have possessed exceptional ability in drawing and handwork; one who was talented in music played the piano with unusual skill. These children seem to have made no association whatever between sounds and their printed symbols, though they have no difficulty in repeating sounds or words after the teacher gives them. Most of the non-readers lack confidence in themselves, evince no interest in reading, are unable to concentrate, and seem nervous and unstable in every way. Due to months of practice, they have developed a tendency to guess at words, to memorize sentences and stories, and to use many other means of camouflaging their deficiency.

2. *Inability to attack new and unfamiliar words.* Judd¹ reports a case of this type and describes it as follows:

Pupil G was a fifth-grade girl who read very slowly and ineffectively. Her fourth-grade teacher described her as "a slow reader who reads hesitatingly and haltingly, repeating words and phrases." In the preliminary study of her difficulties photographic records were made of her eye-movements while reading. Oral and silent reading tests were also given. In the oral reading test the pronunciation of unfamiliar words caused much difficulty. The rate of silent reading was unusually slow, being six-tenths of a word slower per second than her oral reading rate. The photographic records showed clearly that she "could not unravel the intricacies of the printed lines which proved easy to her classmates." A careful analysis of all of these facts made it evident "that her difficulties were due to a lack of familiarity with printed words and a lack of method of working out new or unknown word forms!"

3. *Failure to grasp the meanings of words.* Children are often able to pronounce words rather fluently, but do not understand the meanings of words which they are able to recognize. Gray² reports such a case. He says of the pupil: "The errors which she made indicated clearly that she gave

¹ Judd, Charles H. *Reading, Its Nature and Development. Supplementary Ed. Mon. Vol. II, No. 4, July 1923.* p. 82.

² Gray, W. S. *Remedial cases in Reading: Their Diagnosis and Treatment. Supp. Ed. Mon. No. 22.* p. 81.

little or no attention to the content of what she read. On the other hand her ability to recognize words was surprising and difficult to explain." Judd¹ reports such a case as follows:

This seventh-grade boy was fourteen years, ten months, old when the training began. In the report of his case he is described as follows: "In general school standing he rated as a poor student, although he is given a grade of good (B) in the manual arts, music, and physical training. In all other subjects he is poor. During the past two and a half years he has received no grade higher than C in history, geography, science, literature, composition, and grammar. In this connection it is interesting to note that progress in these subjects after the fourth grade is dependent to a large degree on ability to get thought from the printed page.

"His teachers report him as a shy, timid boy, easily embarrassed, lacking in self-confidence and initiative in the classroom, though very energetic and responsive in the athletic field. He rarely takes part voluntarily in class discussions, and when called on to do so, responds in a few brief fragmentary sentences, badly expressed, but usually containing a thought or an idea on the topic being considered. His English teacher finds great difficulty in getting him to read with any degree of expression, for he makes no attempt to group words into thought units. He reads in a dull, monotonous tone, slurring words and phrases. When asked to tell what he has read, he reproduces a few ideas in short, scrappy sentences, for apparently he makes few associations as he reads. His teachers in history and geography explain his poor standing in their subjects as attributable to an inability to get ideas from the text. He apparently reads as rapidly silently as any in the class but gets and retains less of the thought."

4. *Inability to blend words into meaningful phrases—eye movements.* Pupils with this defect are unable to recognize words in groups, or thought units, because they recognize a very small unit at each fixation of the eye. Such pupils read slowly, pronounce each word as though it has no connection with any other, and exhibit periods of mental confusion while trying to grasp the thought.

5. *Poor comprehension.* Such reading disability is reported

¹Judd, C. H. Reading, its Nature and Development. *Supplementary Ed Mon Vol II No 4 p 22*

by Anderson and Merton.¹ The pupil was reported by her teacher as slow and indifferent. She read orally with a fair degree of speed and fluency. In silent reading she used marked lip movement and was unable to recall a single idea in the selection.

6. *Slow reading rate.* It must be remembered that speed in reading of itself is not a desired objective. Speed is a relative term and must be interpreted in terms of the type of reading involved. It is a "desirable condition of efficient work but must be measured in terms of the task to be accomplished." However, speed in any type of reading can be improved and a slow general reading rate is a decided handicap.

Gray² reports the cases of a number of pupils who encountered difficulties in the rate of silent reading. He says that pupils in this class often read not more than two words per second.

Ability to read rapidly is a good measure of the mastery which a reader has of the printed page. In the first place, rapid readers usually understand what they read more effectively than do slow readers. There are notable exceptions to this general rule, however. In the second place, the slow reader is unable to pass readily from the printed symbol to the meaning. The "mere mechanical processes are obstacles and he loses time in trying to perform the preliminary mental acts which are necessary before he can comprehend the passage. In the case of the good reader, on the other hand, the mechanics of the process are fluent and rapid. The proficient reader has mastered the words and moves on without hesitation to the meaning."

II. THOSE READING DEFECTS WHICH RETARD THE THOUGHTFUL PROCESSES IN READING

So far in the discussion we have referred to those reading defects which retard the development of the fundamental

¹ Anderson, C. J., and Merton, Elda. Remedial Work in Reading. *Elementary School Journal*, Vol. XX, pp. 687-688.

² Gray, W. S. Remedial Cases in Reading: Their Diagnosis and Treatment, *Supplementary Ed. Mon.* No. 22. p. 130 ff.

reading habits. We must remember, however, that these do not form the ultimate reading objectives. These objectives as stated by Horn¹ fall under the following heads:

1. Those needs and activities bound up with locating data.
2. Those abilities involved in selecting, comprehending, and evaluating data in the light of the purpose at hand.
3. Those abilities involved in organizing these data for any given purpose.
4. Those abilities and technics involved in perfecting one's grasp of the material read, in reacting to the material as a whole, and in providing for remembrance.

"It will be seen that comprehension is basic in all these activities. One cannot skim, or use the table of contents, or refer to the index, or consult the dictionary without a certain amount of ability to comprehend. By comprehension is not meant mere mechanical association of meanings. It involves selection, weighing of values, and many other rather technical and complicated abilities."

1. *Inability to select the essential idea.* A pupil, in order to use reading as a tool for study, must be able to decide which is the essential idea of a paragraph or a selection, and which are the supporting details. To many pupils a paragraph is a level plain. There is no outstanding thought characterizing the paragraph. Each thought is of equal value with every other. Dr. Clifford Woody reports, in preparing a standard test for the measurement of this ability, that he found high school pupils unable to provide a title for simple brief editorials.

2. *Inability to follow printed or written directions.* Monroe in discussing tests to determine the study habits of pupils

¹ Horn, Ernest. The Objectives in Reading as a Guide to Remedial and Prophylactic Work. *The Second Yearbook of Dept. of Elementary School Principals*, Vol. II, No. 4. p. 289.

reports the scores of eight pupils who were given the Burgess Supplement Scale. In each case, the pupil fell below the norm for the grade, indicating an inability to follow directions. This is a rather common inability, as anyone who has sent out questionnaires will testify. Many adults have great difficulty in following the simplest printed or written directions.

3. *Inability to locate data.* This is evidenced by the inability of pupils to find information in textbooks and in finding the answers to questions. Monroe and Mohlman¹ report that a study of the errors made on the Thorndike-McCall Reading Scale indicated that the students were unable to distinguish material which was relevant to a given question from that which was irrelevant.

4. *Inability to organize data.* This defect is undoubtedly closely related to that discussed under (1) above. Monroe and Mohlman report such a case as follows:

General procedure of study. R. R. had a fairly regular time and place for the study of each subject and was fortunate in having his physical surroundings comfortable. However, he lived in a rooming house and was frequently interrupted during the evenings by visits from other boys. According to his own statement he experienced considerable difficulty in getting down to study again after an absence of three years from school, and found that his mind was constantly wandering from the lesson he was preparing. Observation of his study in English literature demonstrated that his learning was superficial and that he appeared to be unaware of the fact that he was getting little meaning from the printed page. He did not seem to realize the necessity of getting ideas clearly in mind and apparently made no attempt to evaluate and organize the content of the assignments. His purpose apparently was to remember as far as possible the words of the text. He stated that he ordinarily stopped studying before he felt sure that he had thoroughly mastered his lesson.

¹ Monroe, W. S., and Mohlman, Dora K. Training in the Technique of Study, *University of Illinois Bulletin*, No. 20, 1924. pp. 13-18.

5. *Inability to summarize.* Miss Merton¹ discussed this inability in the following statement:

Much of the reading done in adult life involves material in which facts relating to a subject accumulate as a paragraph progresses. Moreover, in the schoolroom as well, the ability to summarize details is called for daily in the preparation of assignments in subjects such as history, geography, and hygiene. Without special drill in summarizing details, pupils often retain only a small percentage of the points made in the paragraph, and seldom reach a high state of proficiency.

The teacher who attempts to remedy this defect by asking questions which require the summary of details from material found in texts is frequently handicapped because of poorly written paragraphs. It is advisable, therefore, to collect good summary paragraphs from numerous sources, copying them, if necessary, from sources unavailable for daily use. A list of available books, together with pages on which desirable summary paragraphs may be found, should be kept for teacher and pupil reference. The value of the remedial method about to be described lies in the fact that the pupil can increase his per cent of retention of accumulating details with a minimum of teacher guidance and supervision.

6. *Inability to draw valid conclusions, or answer thought questions.* Many teachers make no distinction between the ability to answer specific fact questions and the ability to answer thought questions, according to Merton.¹ The latter is often neglected by the average teacher because she has made no clear distinction between these two types of questions.

A fact question may be answered in the exact words of the passage which has been read and requires the ability to *retain facts* in order to answer it. A thought question is not to be answered in the words of the passage, but *requires the use of facts contained therein* in the drawing of valid conclusions.

For example, in the paragraph,

¹ Merton, Elda. *The Discovery and Correction of Reading Difficulties. Second Yearbook of Dept. of Elementary School Principals.* Vol. II, No. 4. p. 348.

The streams were dry. The grass was brown, and the little plants were drooping and dying. Birds were flying about with their bills open. The people stood watching the clouds hoping for something.

For what were these people hoping?

The child's line of thought would be similar to the following:

"Streams are dry when there has been little rain.

Grass is brown when there has been little rain.

Plants droop and die when there has been no rain.

Birds fly about with their bills open when they are hot and thirsty.

People were watching the clouds, and clouds bring rain.

Therefore, the people were hoping for rain."

While the paragraph does not state that the people were hoping for rain, a thoughtful reading of the facts in the paragraph leads the child to conclude that rain is the correct answer.

Gray¹ in discussing the disabilities of a pupil says,

He scored higher in exercises in which the answers were found in the passages than in exercises which were problematic in nature or which required independent thinking. Inasmuch as his oral reading record showed that he encountered little difficulty in the recognition of simple passages, it was clear that his failures in the interpretation of simple passages were not due primarily to difficulties in the mechanics of reading. Therefore, the tentative conclusion was drawn that he had not formed the habit of directing his attention to the content of what he read or of thinking independently about it. In order to determine the validity of this conclusion, additional information was secured through a more detailed study of his reading habits.

In the presentation of the causes of failure in reading given above no attempt has been made to give an exhaustive treatment of the topic. The resourceful teacher will doubtless be able to add a great many to this list. They are presented as a basic list with which the teacher should be familiar before she begins to attempt diagnostic work in reading. They are hooks upon which she may hang many of her cases while she is adjusting herself to this untried situation.

¹ Gray, W. S. *Remedial Cases in Reading: Their Diagnosis and Treatment*. pp. 75, 76.

Methods of diagnosing reading defects. 1. *Secure a history of the pupil.* Undoubtedly, the first step in diagnosing reading defects is to secure a history of the pupil. It is frequently true that physical defects and mental traits either together or singly contribute to reading retardation. From a study of the pupil's history one may discover the difficulties he has encountered in previous grades or at home.

In his work in diagnosis, Gray¹ used a blank containing more than one hundred items. In discussing this blank he says,

The main headings of the blank were: Home Conditions; Physical History and Condition; Mental Characteristics, Temperament, and Play Activities; School History; Reading History; and Present Status in Reading.

The points which proved to be most valuable under "Home Conditions" were (a) nationality of parents, (b) language most used in the home, (c) attitude of parents toward child, and (d) home provisions for reading and conversation.

Under "Physical History and Condition" information concerning (a) general physical conditions, (b) nutrition, and (c) visual, auditory, and speech defects proved to be very helpful.

Under "Mental Characteristics, Temperament, and Play Activities" the teacher's answers to the following questions were usually suggestive: Is the child timid or aggressive, industrious or lazy, careful or careless, independent or dependent, co-operative or individualistic? How and where is time before and after school usually spent? The remainder of the outline is here reproduced.

SCHOOL HISTORY (OTHER THAN READING)

1. Pedagogical index:
 - a. Grade now in?
 - b. Years in school?
2. Grade or grades "skipped"? Why?
3. Did pupil ever fail to be promoted? Why?

¹ Gray, W. S. *Remedial Cases in Reading: Their Diagnosis and Treatment. Supp. Ed. Mon. No. 22*, June, 1922, pp. 25, 26, 27.

Grade	School Attended	Kind—City, Country, Public, Parochial, Private	Age at Entering	Number of years in grade	Descriptive statements concerning quality of work
Kindergarten
First
Second	.		.	.	
Third.	
Fourth			
Fifth.
Sixth			.		.
Seventh.					.

4. Average grade or mark given thus far this year in each subject taken by the pupil.

Subjects	Grade	Other Subjects	Grade
Reading...
Spelling...
Language....
Writing...
History....
Geography.

5. Is slow progress in any subject due to difficulties in reading? (Comment in detail.)
6. Has attendance been regular? Causes of irregularity and amount.
7. Attitude of
 - a. Pupil to teacher?
 - b. Pupil to school?
8. Does child use library? How much?

9. Additional facts concerning school work other than reading which might explain cause of slow progress in reading?

READING HISTORY

1. Before the child entered school, were the conditions in the home such as to stimulate an interest in books and a desire to read?
 - a. Was instruction attempted?
 1. Amount and character?
 2. Success?
2. Was instruction in reading given in the kindergarten?
 - a. Amount?
 - b. Character?
3. Type of instruction in primary grades?
 - a. Basic method used, if any?
 - b. Was reading for content stressed?
 1. Did he acquire habits of intelligent reading?
 - c. Was instruction given in phonetics and word analysis?
 1. Did he become an independent, fluent reader?
 - d. Extent of opportunities for supplementary or library reading?
 1. Amount of voluntary reading?
 2. Kinds of selections chosen?
4. Character of instruction in grades IV, V, and VI?
5. Has reading development been fluctuating or uniform?
 - a. When was difficulty first noticed?
 1. Nature of difficulty?
6. Has he ever had remedial work?
 - a. When? Purpose?
 - b. How long continued?
 - c. Methods employed?
 - d. Results?
7. Additional facts in reading history which might explain present difficulties in reading?

PRESENT STATUS IN READING

1. Oral (answer the following questions in detail):

- a. In what phases does he excel?
- b. What are his characteristic weaknesses?
2. Silent (answer the following questions in detail):
 - a. In what phases does he excel?
 - b. What are his characteristic weaknesses?
3. What reading difficulties, if any, are evidenced in content subjects, such as history, geography, science?
4. What are the amount and character of the pupil's outside or supplementary reading?
5. Probable causes of reading difficulties.
 - a. Does he express himself in English as well as the average pupil in his grade? If not, in what way is he deficient?
 - b. Is his vocabulary adequate?
 1. In speaking?
 2. In understanding what he hears?
 - c. Are his experiences adequate for the comprehension of what he reads?
 - d. Additional significant causes?
6. Special interests of pupil which may be used in overcoming reading difficulties:
 - a. In school subjects?
 - b. In outside activities?
7. Additional facts of significance?

2. *The use of standardized tests for diagnostic purposes.*
 Standardized reading tests in recent years have been used primarily for diagnostic purposes. The Gray Oral reading test makes possible the checking of certain typical oral reading defects.

For silent reading the Thorndike-McCall, the Monroe, and the Burgess picture supplement scale have been widely used.

While it is true that such silent reading tests are not infallible guides to reading defects, a great deal can be learned from a study of the answers made by pupils in response to

various types of questions. As a matter of fact a great deal depends upon the questions asked. In most standardized tests these deal with facts and measure comprehension. The defects which contribute to immaturity in the fundamental reading habits can be discovered by their use. New tests are being devised to measure progress in the thoughtful processes in reading.

The following list of tests is suggested for use in diagnosing reading defects.

Monroe's Silent Reading Test.
Thorndike-McCall Reading Scale.
Ayres-Burgess Picture Scale.
Courtis Silent Reading Test.
Detroit Group Test.
Gray Standardized Reading Paragraphs (Oral).
Haggerty Reading Examinations.
Stanford Achievement Test—Reading Examinations.

3. *Unstandardized tests.* A standardized test is not required in order to diagnose reading difficulties. Many tests and selections unstandardized are equally valuable. A series of graded selections from an old reader may be cut out and pasted upon bristol board. Questions to test comprehension, ability to follow directions, and the other reading abilities listed in chapters XII and XIII may be written on the reverse side of the bristol board. The pupils are asked to read the selection and write the answers to the questions. Their answers should be studied and analyzed to determine the reading defects of the pupil.

Gray has devised an unstandardized word element test. This test is described by Horn¹ as follows:

¹ Horn, Ernest. *The Objectives of Reading, as a Guide to Remedial and Prophylactic Work. Second Yearbook. Department of Elementary School Principals, 1923, p. 289*

Word-element test—This test consists of three lists of phonetic words and three packages of cards with these same words on them.

The first list is presented to the child on cards, one word at a time. If the child gives the word correctly, the examiner checks the word on the list. If he fails, the examiner makes a cross after the word on the list and asks the child to turn the card over. On this side of the card there is a sentence using the word. If the child can recognize the word in the sentence, the examiner makes a check under the cross. If the child fails again, the examiner makes another cross under the first one.

The second list consists of words belonging to the same family; two words in each family being given. These words are presented to the child on cards; one family on each card. The examiner tells the child the *first* word and the family to which it belongs, then asks the child to give the other word. If he gives it correctly, the examiner makes a check after the word on the list; if not, a cross. The child is then asked to name other words in the family; the examiner indicating number thus—3, etc.

The third list consists of words having the same initial sound; two words with the same initial sound on each card. The words are presented to the child on cards as before. The examiner gives the first word and tells the initial sound. He then calls the child's attention to the fact that the following word begins with the same initial sound and asks what the word is. If the child gives the word correctly, the examiner makes a check after the word in the list; if not, he makes a cross. The child is then asked to give other words having the same initial sound. The examiner indicates the number as before.

Sight-word test—The examiner gives the child the word list and asks him to pronounce the words checked. When the child makes a mistake, the examiner tabulates the word that should be given and the word the child gives. When the child fails to respond in any way to a word, the examiner tabulates the word."

WORD ELEMENT TEST

Name.....

List 1

back	small	in	chick	five
all	still	dog	flat	line
at	trick	gum	felt	hush
fed	splash	race	jump	grew
went	threw	queen	hole	scold

ill	bring	yet	twig	glide
king	drum	side	cake	spin
now	knot	rock	an	that
cut	cup	glide	eat	shrill
sale	would	price	pen	strive
west	lamp	skip	big	black
clip	tail	snake	kind	crack
old	came	swing	hop	frog
luck	and	when	fun	boil
place	jell	spring	mash	like
shell	tick	vest	new	hug

List 2

back	smack	big	wig
tail	snail	ill	spill
cake	flake	in	twin
all	fall	kind	grind
came	shame	king	fling
an	plan	five	thrive
at	vat	clip	skip
and	stand	side	pride
lace	trace	line	shrine
mash	splash	dog	hog
sale	whale	hop	drop
eat	treat	now	plow
fed	shed	old	scold
jell	swell	rock	frock
ten	when	gum	chum
seen	queen	fun	shun
went	sent	cut	strut
new	drew	luck	cluck
west	crest	hush	blush
yet	whet	not	trot
tick	thick		

List 3

bake	bent	fret	frame
call	could	glow	glide
den	dog	grow	grand
fed	fame	place	pluck
get	gum	pride	prop

hand	hut	queen	quail
jail	jut	scold	scan
kind	keen	shake	shun
log	luck	skin	sill
meet	mop	slip	slew
neat	nest	smell	small
pen	pale	snake	snow
ran	rock	spin	spun
sand	sum	stew	stale
vat	vest	swing	swell
wind	wick	thing	thine
tail	tent	twig	twine
yet	yell	while	wheat
black	blind	shrine	shrill
brace	brush	track	trick
chin	chum	splash	spleen
clock	clog	spring	sprig
crack	crush	strive	strip
drop	drive	thrash	threw
flat	fled	knell	knack

Suggested types of unstandardized tests. The various types of the informal or unstandardized tests which follow are initiated by a study of the various standard reading tests, and indicate the type of work which should be used daily in some form or other as a means of checking some element of the intricate reading process. The materials used suggest that the reading unit should be the basis for the test and not miscellaneous, detached exercises, except at stated intervals for diagnostic purposes. They suggest the types or kinds of assignment which help children in the mastery of vocabulary and thought-content. Constructive use of the tests trains the children in good habits of study, in selective thinking.

a. *Familiar subject matter.* Choose for this selection familiar subject matter. Make no previous assignment. Pupils should read without suspecting that their speed is being recorded. No two pupils should read the same paragraphs. Use a reader which can be marked freely by the teacher

(Previous to the test the number of words and ideas in each paragraph have been recorded.) When a pupil begins reading note the position of the second hand on a watch. At the end of thirty seconds mark the word which the pupil was reading when the time expired. The pupil should read to the end of the paragraph. Ask such questions as will help to recall content. At the earliest convenience, record rate of reading accompanied by the per cent content, thus:

Rate 60 words per minute. Content 50 per cent.

Make several such measurements for each pupil at intervals of six weeks or two months. Improve in accuracy of judgment and diagnose the causes of failure and success.

b. *New subject matter.* Conduct exercises as outlined above and note contrast. Why this difference, if any? Proceed according to the following suggestions on both types of selections and note the contrast. Adopt some system of marking to distinguish errors, such as (1) a circle around a word to indicate omission, (2) a line under a word *wholly* misunderstood, (3) a line under a part of a word mispronounced, (4) a series of marks for words repeated. Indicate as carefully as possible all other errors, as substitutions, etc. As a pupil reads make a record of his individual errors.

Such records should help a teacher to answer such questions as the following:

1. What are the characteristic mechanical difficulties of the class?
2. What are the special difficulties of each individual?
3. What were the outstanding differences in difficulties between new and old selections?

The tabulated information and its analysis should lead to the improvement of instruction as follows:

1. Attention centered on group problems where special drill is needed. (Homogeneous grouping.)

2. Special drill exercises planned for individuals. (Paired pupils.)
3. Assignments which anticipate and provide more intelligently for the difficulties to be encountered in the preparation of lessons.

c. *Measuring the rate of silent reading.* Choose selections similar in difficulty to those used in the oral reading test. See that each pupil has a book, a pencil, and a sheet of paper. Give the following directions: "Turn to page—. Presently I shall read aloud a portion of this story. Each one of you will follow the reading carefully as I read. I will read to the last word on this page. When I say the last word, you will turn to the next and continue reading silently. Read until the signal 'stop' is given. Mark the last word you read at the instant the signal is given. Read to get the story. I may ask you some questions about it."

The teacher begins the test as indicated above. Note the time when the children *begin the second page* and at the expiration of sixty seconds ask them to place a check at the last word read. At your convenience make a record of the number of words read. Third grade children can count their own, if the number of words in each paragraph is indicated.

d. *Measuring comprehension by performance.*

Material.

Directions for performing simple acts in order.

Schoolroom movies.

Directions for making or constructing objects and illustrating stories.

Directions.

- a. Doing three things. Read as quickly as you can, and when your number is called, act three things, one after the other. (Each child is given a different number.)
 1. Put a basket on your arm. Walk to the door and knock.

2. Open the door to the stranger.
 3. Say to him, "What do you want?"
- b. Schoolroom Movies, *Lincoln Third Reader*.

Each child is given a different paragraph in which he is told to represent a certain character found in one of the stories already read. Specific directions are also given as to what he shall do to represent the character.

The paragraphs used should be of equal length and difficulty. A time limit should be given for the silent reading of these. When time is up, the children are called upon to do what their paragraph said. The other children guess what character has been impersonated and which actor interpreted his part the best.

Illustration from the *Lincoln Third Reader*.

You are an Indian. You may wear an Indian hat or a few feathers stuck in your cap. Over your shoulder is a broomstick or a toy gun. You peer through the door. Then you step in cautiously and look about. You may spy the wastepaper basket. You fire your gun—bang! and then take fright and run for the door.

- c. Making or constructing. Make a word book from paper, directions given in diagram on the blackboard. Fold long edges together. Crease. Plan for a book with eight pages. Punch two holes, each half way between the middle and the top and bottom of the book. Tie the book with a strong cord. On the outside print "MY WORD BOOK."
- d. Drawing.
Add the part that is missing.
 1. Make a flag flying from the pole.
 2. Add a tail to the fish.

One night just at dusk Willie was passing a cornfield. He heard a sound. He stopped short. He looked over the fence and saw the form of a man standing in the field. On his head

was a broad hat, and a long black coat covered his back. One hand was raised and seemed to beckon him.

To show why Willie need not have been afraid, write *scare* at the left of the picture and *crow* at the right. Write *scare-crow* under the picture.

e. *Measuring comprehension through illustration.*

Material.

Choose three paragraphs of equal difficulty. Place on the blackboard.

Directions for work.

Here are three picture stories. Read them all. Choose one. Read it again. Make a picture.

Mr. McGregor was in the garden. He was digging around the cabbages when he saw Peter Rabbit coming through the gooseberry bushes. Poor Peter was frightened when he saw him. He jumped into a can. But it was full of water so he jumped out again and ran away as fast as he could.

A farmer was working near by in a big field. A large oak tree stood near the fence. Some cows and sheep were resting in the shade of the tree. A cow and her little calf crossed the field to the barn. The little calf was always near its mother.

I am a bird of three colors; red, black, and white. My head and neck are bright red. My back, part of my wings, and part of my tail are black. The rest of my body is nearly white. Do you know me when you see me?

f. *Measuring comprehension through following directions.*

1. Here is a hill. At the top of the hill stood a castle. Peter was going up the hill to the castle, but he was not alone. He had said, "Hang on fast and you may go with me." A goose hung fast to Peter. A dog hung fast to the goose, and a little cat hung fast to the dog. Draw them in the right order. (Score 7)

2. Here is a house. Draw two windows and a door. Put

two chimneys on the house. Draw a tree at the right side of the house. (Score 7)

3. Write the word *shepherdess*. Put a dot under each letter that is used twice. Put a cross under each letter that is used only once. (Score 7)

4. Use "yes" and "no," or "plus" and "minus" statements to test comprehension.

Illustrative statements:

King Midas.

King Midas did not like gold.

Marigold was changed to gold.

Midas was a greedy man.

King Midas wanted to keep the golden touch always.

g. *Measuring comprehension by exercising discrimination and judgment.*

1. True and False statements.

a. Material: Miscellaneous sentences based on children's experience.

Directions: Read the sentence through. If the statement is right, write, True; if wrong, write, False. Score 1 for each correct answer.

- | | |
|--------------------------|---------------------------|
| 1. Ice is warm. | 6. A baker makes shoes. |
| 2. Baby can read. | 7. Horses run fast. |
| 3. Milk is red. | 8. Boys have long hair. |
| 4. The clock walks. | 9. It snows in summer. |
| 5. We see with our eyes. | 10. Grapes grow on trees. |

b. Material: Statements based on a given topic, paragraph, or story.

Directions: Write the correct answer in a complete statement, as The Three Goats were named Gruff. Score 5 for each correct answer.

- | | |
|-------------------------------|-----------------------|
| 1. The three goats were named | 2. They lived |
| Gruff. | on the mountain side. |
| Muff. | in the field. |
| Bunny. | in town. |

- | | |
|--|---|
| <p>3. The grass was
short.
long.
pretty.</p> | <p>4. They went to
a meadow.
the next mountain.
the city.</p> |
|--|---|

Following this scheme the complete story can be worked out.

- c. Material: Paragraph selected from the reading lesson, *The Fox and the Grapes*.

Directions: While the children read the paragraph, the teacher places three statements on the blackboard, one of which is incorrect. She says, "I have written three thoughts which I think the paragraph you read contains. Maybe I have a joker in mine. Read mine and compare with what you have found out."

One hot afternoon in summer a fox was walking along a dusty road. He had just come from the brook. He said, "Now I must find a shady spot."

Score 5 points each for recognition of errors, 5 points each for correct statements.

- d. Answering right. (Taken from Bolenius Second Grade Manual.)

Here is a sign that you often see.

Read what things are asked about it. Write the *correct* answer.

Then put a cross before each wrong answer.

Stop! Look! Listen!

1. Where do you find this sign?
 - in a store.
 - at a park.
 - at a railroad crossing.
2. When might it save a life?
 - when a train has gone past.
 - when a train is coming.
3. Why should the words be in order?
 - because some one happened to write them this way.

- because they look well this way.
- because it is better to stop first, look up and down the track, and listen for a train that you do not see.

Score 5 points each for correct answers; three points each for cross placed correctly. Total score, 30.

h. Measuring comprehension through selection of right word expressing the thought indicated by question.

Material: The Boy and the Wolf.

Directions: Read the story as quickly as possible. Read each question on the blackboard. Select the word which you think answers the question. Number the question and write the word. Score 1 for each correct answer.

1. When would the boy drive the sheep away from the village?

evening night morning

2. When would he drive toward the village?

morning noon night

3. What did the little boy think he would do?

kill the sheep run away play a trick

4. Who thought it was funny?

people of the village the boy

5. How many times did the people rush out to kill the wolf?

once twice three times four times

6. How many times did the boy cry out that the wolf was coming?

once twice three times four times

7. Which time did the wolf really come?

first time second time third time

8. Would the people believe this boy after this?

yes no

i. Measuring comprehension by recognizing the right words to fill in the blank spaces.

a. Familiar material, as poem, or story. Choice of words given.

Directions: Write in the space the word that sounds right.

The Friendly Cow

The friendly cow all — and —. white green red
I love with all my —. head heart
She gives me — with all her might. water cream
To eat with —. jelly cake apple tart

Scoring: 5 points, each point 1.

b. Use the right word to make a thought.

1. The old shoemaker sat looking at a small piece of —.

cloth paper leather satin

2. He used the piece of — to make a pair of —.
leather, paper, cloth, rubber boots, pointed slippers.

3. Each — he left the leather on the —. Each —
he found the finished —.

day, night, evening, morning, shoes, boots,
slippers.

j. *Measuring comprehension by completing sentences.*

a. Finish the following sentences.

The Snow Man

1. The ground — — —.

2. John and Mary were playing — — —.

3. "Let's make a — —," said John.

4. They made two — —.

5. One was for — and — — — —.

6. John put a hat — — —.

b. Have pupils complete with pictures of their own drawing.

The bird sat on her —.

The — is in the tree.

There were five — in the nest.

There will soon be five baby — in the nest.

k. *Measuring comprehension by exercising judgment in following directions.*

a. Do just what is asked.

In some countries where water is very scarce, men carry water around to sell to people. They carry it in a sack made of skin or leather. It cannot be very cool, but when one is thirsty one does not mind that.

1. Write the opposite of each of the following words: scarce, cold, bottles glass, warm, water is scarce.

2. If the country is hot, underline the word in your list that will tell this.

3. If the water is free to all, underline the word that is the opposite of *scarce*.

4. If the water is carried around in bottles, place a dot under *leather*. If it is carried in a sack made of skin, underline the word *leather*.

b. Fill in the words that tell the answers.

1. One day a cat and a monkey sat quietly watching some chestnuts roasting in the fire.

Who—— When—— What—— How——

2. The monkey praised the cat's paws.

Who—— What——

3. The cat was greatly pleased with these words of praise.

Who—— What—— How——

c. Arranging sentences in order.

Write the following sentences in the order you think they should be to make a short story.

He had a fat pig over his shoulder.

One bright morning Grandfather Bear came tramping down over the hill.

Who should he meet but Sly Fox, sitting by the side of the road.

Score 5 points for copying the sentences correctly; 5 points for correct arrangement.

d. Expressing an opinion.

There was once upon a time a king and he had a daughter who would always have the last word. She was so cross and contrary in her speech that no one could silence her.

If you like the king's daughter write "Yes"; if you do not, draw lines (or write the words) under the words which make you dislike her.

1. *Measuring comprehension by picking out words, phrases, and clauses, in answer to questions.*

a. Testing the child's acquaintance with a certain word.

Through the hole in the floor the mice saw the glow and scampered to tell the spiders the news.

1. What did the mice see?

2. What did they do?

Write another word which means the same for each answer, or write the sentence using another word for each of the words answering the questions. Score 1 for correct selection, 1 for correct equivalent.

b. Testing the child's ability to pick out phrases.

Two little girls were lost in the woods. They became very tired and hungry. It began to grow dark under the trees. At last, when they could walk no longer, the children laid down on a mossy mound and went to sleep.

1. Write the words which tell who were lost.

2. Where were the girls?

3. Where did it begin to grow dark?

4. When did the children lie down?

5. What was their bed?

Each of the required answers is a phrase or a clause. Write the number of the question. After each number write the phrase which exactly answers the question. Score 1 for each correct answer.

m. *Measuring the ability to organize: recognizing the essential total meaning of a unit.*

a. Riddles.

1. Old Mother Twitchett had but one eye,

And a long tail which she let fly.

And every time she went over a gap

She left a bit of her tail in the trap.

Make a picture. Write the name of Mother Twitchett.

2. I am small, and round, and red,
I grow in a lowly bed.
I am sour and not good to eat
Until sugar makes me sweet.

Make a picture. Write my name.

Score. Picture counts 5. Name counts 5.

3. What bird am I? I'm not a robin.
I'm not a wren.
I'm not a pigeon.
I'm not a hen.
I'm not a blue jay.
Although I'm blue
And in the springtime
I sing to you.

Make my color with your crayon. Write the word which tells my color. Write my name. Score 1 for each point.

b. Naming paragraphs.

An Italian Easter Cake is made of flour, sugar, and olive oil, and it tastes like a crisp cookie. If you are a girl you will have a dove; if a boy, a galloping horse. An Easter egg will be baked inside each cake.

"I brought my Easter cake to eat with you," said Elena. "You may have the egg that was baked in it. I know how fond you are of baked eggs."

Write two short names for each of the paragraphs. Underline the one you think is the better name in each.

c. Matching names to paragraphs given.

Which name fits the paragraph? Write the number 1. After this write the name which you select. Write the number 2. After this write the name which you think tells the main thought.

1. When Washington was fighting in the army he had many horses. He liked them all, but there was one which he liked best. This horse's name was Nelson. He was a beautiful horse, a light brown, with a white face and four white feet.

a. Washington's best loved horse.

- b. (Nelson) Washington's horse.
- c. What Nelson looked like.

2. They went upstairs in the house where the poor boy lived. There were big cracks in the wall. An empty bread basket hung on the nail. In a corner on a bed of rags and straw the little boy and his mother were sleeping.

- a. What Bubi and Peray found.
- b. The poor boy's home.
- c. Night time.

Score 5 points for each correct answer.

n. *Measuring comprehension through answers to reasoning questions.*

The reason why.

- a. The question is implied in the incomplete statement.

The answers from which the children choose are indicated.

Score 2 for each point.

1. The monkey praised the cat because _____.
2. The fox said "Sour grapes" because _____.
3. Mr. Grasshopper went hungry because _____.
 - a. he could not get them.
 - b. he danced and sang when others worked.
 - c. he thought she was funny.
 - d. he wanted her help.
- b. The question is given. The answer is given in phrases, mixed order, from which selection is to be made. Score 2 for each point.
 1. Why was Cinderella called the Cinderlad?
 2. Why did her sisters treat her as they did?
 3. Why did the fairy godmother command Cinderella to leave the ball on the stroke of twelve?
 4. Why did Cinderella lose her slipper?
 - a. Because they were haughty.
 - b. Because she sat in the ashes.
 - c. Because she did the work in the kitchen.
 - d. Because they were jealous of Cinderella.

- e. Because at the midnight hour everything was changed back again.
- f. Because it was made of glass.
- g. Because it slipped off as she ran in her haste to get away.
- c. The questions are given. The answer to each is written independently, either in the form of a phrase or complete sentence, as
 Why did Cinderella lose her slipper?
 Because it slipped off as she ran.
 Cinderella lost her slipper, because it slipped off as she ran away.

Score 2 for correct answer to question. Score 1 for correct form used—the form indicated by the teacher at the beginning of test.

o. *Measuring the ability to retain rhythmic verse.*

1. Arouse interest through some point of contact. Use the poem or stanza as a means of increasing appreciation of the ideas presented, of the form in which they are cast. Do this simply and naturally.

2. Children read poem through to get meaning and feeling for the rhythm, reading aloud when that will help.

3. Read it again to get a picture more clearly defined and the swing of the words.

4. Read it again and note the words at the beginning and end of each verse.

5. Close the book and repeat as much of the stanza as possible. Look again and continue; read the entire stanza and repeat, gradually increasing the amount memorized, until the entire unit has been mastered.

Testing immediate recall by

Class or chorus work.

Individual response.

Individual response in relay (Each child a given part, continuing in turn).

Written work.

Testing recall after a lapse of time—a week, month, or quarter.

- a. Filling in blanks, the words listed, in mixed order.

The land of ———.	play	home
At ——— when the ——— is lit.	evening	story
They sit at ——— and ——— and sing.	talk	books
And do not ——— at anything.	fire	parents
	lamp	

- b. Completing verses (The first word of each verse suggests the rest.)

Leaves at Play

Scamper, ———, ———
 In the ———;
 I can hear ——— ——— ———,
 Laughing ——— ———.
 And I ——— ———
 That he ——— ———.

- p. *Measuring verbal appreciation.*

Association Tests

1. Fill these words in the lines below where they sound alike.

last night, dear, down, ground, hard, best, tore, games.
 quest ——— adore ——— night ——— yard ——— rest ———
 fast ——— wound ——— town ——— clown ——— clear ———
 right ——— fear ——— names ——— sight ——— store ———

Score. Count *one* for each word. Total score, 15 correct.

2. Word puzzles. Do them here. Each word misspelled counts $\frac{1}{2}$. Count *one* for each word.

Christmas tree	Trimmmings	Toys
_____	_____	_____
_____	_____	_____

3. Fill in the right words.

King Midas loved ——— better than anything else in the world. (Flowers, gold, riches)

He asked for the gift of the ——— ———. (Golden touch, loving heart)

CHAPTER XVII

REMEDIAL WORK IN READING

The chapter content. In the preceding chapter the general problem of remedial instruction was discussed. The major portion of that discussion dealt with the problem of diagnosis.

By means of a reading history and standard and unstandardized tests the teacher can obtain the following information about the reading habits of pupils:

- a. Reading rate.
- b. Degree of comprehension.
- c. Visual and meaning vocabulary.
- d. Eye movements.
- e. Span of recognition.
- f. Interpretation of selection.
- g. Ability to follow directions.
- h. Ability to find answers to specific questions.
- i. Ability to organize data.
- j. Ability to evaluate data.
- k. Ability to arrive at valid conclusions, etc.

The present chapter is a continuation of this discussion with the major emphasis placed upon remedial work in reading. It presents methods by which the classroom teacher, without special equipment, can carry on individualized and group instruction of a remedial type. Methods of grouping pupils, exercises used in overcoming specific defects, and progress records are presented.

Records. It is necessary for the teacher to keep careful records of pupils' defects if remedial work is to be carried on efficiently. C. T. Gray has devised a diagnostic sheet as an aid to the teacher in determining the type of remedial instruction applicable to each pupil. It is reproduced below.

DIAGNOSTIC SHEET		This Pupil
<hr/>		
I. Rate of Oral Reading		
1. Lack of Assimilating Power . .		x
2. Slow Rate of Vocalization . .		
3. Lack of Familiarity with Language Forms . . .		x
4. Short Span of Perception		x
5. Too Great Dependence upon Objective Cues . . .		
6. Overcare		
II. Rate of Silent Reading		
1. Faulty Eye-Movement		
2. Lack of Assimilative Power . . .		x
3. Large Amount of Vocalization .		
4. Lack of Familiarity with Language Forms		x
5. Short Span of Perception		x
6. Overcare		
7. Lack of effort		
III. Omissions in Oral Reading		
1. Fields of Perception Do not Overlap		
2. Reading from Context		
3. Fluctuations of Attention		x
IV. Repetitions in Oral Reading		
1. Habitual		x
2. Dissatisfaction with First Attempt		
3. Too great Overlapping in the Fields of Perception		
V. Insertions in Oral Reading		
1. Reading from Context		
2. Fluctuations of Attention		x
3. Apperceptive Processes Too Active		
VI. Mispronunciation in Oral Reading		
1. Faulty Perception		
2. Lack of Familiarity with Language Forms		
3. Special Defects		
4. Apperceptive Processes Too Active		

	This Pupil
VII. Substitution in Oral Reading	
1. Reading from Context.....	
2. Faulty Perception	x
3. Apperceptive Processes Too Active.	
VIII. Quality of Oral Reading	
1. Failure to Appreciate Language Relations.....	x
2. Lack of Training.	
3. Slow Assimilation	x
IX. Comprehension	
1. Slow Assimilative Power	x
2. Failure to Evaluate Different Ideas.	
3. Poor Motor Adjustments...	
4. Short Span of Perception...	x
5. Lack of Language Ability.	
6. Lack of Synthetic Ability	
7. Lack of Analytic Ability	
X. Faulty Eye-Movements	
1. Short Span of Perception...	x
2. Periods of Confusion.	x
3. Poor Motor Adjustments...	
XI. Breathing	
1. Nervousness.....	
2. Poor Motor Coordination	
3. Habitual...	
4. Lack of Training...	
XII. Rate of Vocalization	
1. Slow Reaction Time	
2. Lack of Familiarity with Language Forms.....	x
XIII. Amount of Vocalization	
1. Habitual.....	
2. Accompaniment of Meaning...	
XIV. Extraneous Movements	
1. Nervousness.....	
2. Habitual	
3. Lack of Adjustment to Reading Situation	

	This Pupil
XV. Vocal Movements	
1. Habitual...	
2. Defects in Speaking Parts...	
XVI. Span of Perception	
1. Faulty Training.....	
2. Slow Assimilation.....	x
3. Low Level of Attention..	
XVII. Voice-Eye Span	
1. Faulty Training.....	
2. Slow Assimilation...	x
3. Low Level of Attention.....	

The grouping of pupils for remedial instruction. While remedial instruction is intended to meet the needs of the individual pupil, it does not necessitate absolute individualization of instruction. Pupils should be grouped according to their reading defects. Some individual may be a member of several groups. Those pupils having a common difficulty are taught together. Anderson and Merton¹ describe a typical third grade class exercise where remedial work in reading was being given. Their report follows:

A TYPICAL CLASSROOM PROCEDURE

The classroom procedure under this method of teaching reading varied from day to day. The following statement gives a true picture of the work going on in a third grade on a given day.

The class consisted of four fourth-grade pupils and fifteen third grade pupils. Subject promotion and demotion in the elementary grades make this arrangement possible. The teacher passed out to three pupils cardboard boxes, each containing several hundred phrases which had been typed on narrow strips about one-half inch by two inches in size and mounted on manila paper. These strips contained time phrases, place phrases, words in a series, prepositional phrases, infinitive phrases, etc. The source and the value of these phrases are explained elsewhere. The pupils sorted and classified them.

¹ Anderson, C. J., and Merton, Elda. *Elementary School Journal*, Jan. 1921, Vol. XXI, No. 5, pp. 338, 339, 340.

One boy wrote a reproduction of a paragraph which he had read. This paragraph had been cut out of an old discarded reader and mounted upon cardboard. The boy had been reproducing a series of these paragraphs from day to day, each one more difficult than the preceding one. After he had read the paragraph, he laid it aside and wrote a reproduction. Then he turned to the opposite side of the cardboard upon which was written a set of questions based upon the paragraph. He re-read the paragraph in order to answer these questions. Then he wrote a second reproduction. The score for each was secured by counting the number of words essential in giving the thought. A record of this was kept by both teacher and pupil.

Three pupils had selections from old readers, children's magazines, and school newspapers, mounted on cardboard. On the back of each cardboard was a set of questions. The pupils searched the selections for answers to the specific questions. These selections were graded in difficulty. The answers to the questions were written out, scored by the teacher, and recorded in progress books.

Two pupils read books selected from the room library. They were in need of no remedial work and were permitted to read silently during the whole period. Later they reported to the teacher and to the class during a language exercise. In this report they told the story up to the part which they considered the most interesting, and then read this part to the class.

While the members of the class were engaged in various reading assignments, the teacher was working at her desk with two pupils. She was giving them drill with "flash" phrases in order to increase their span of recognition. The phrases had been taken from a selection which they now read. In this reading special emphasis was placed upon phrasing. These pupils passed to their seats after their reading test and were given pages taken from old readers and magazines. They were asked to draw vertical lines dividing each sentence into its natural phrasing. At different times during the reading period any given group of pupils received remedial instruction from the teacher and carried on the work indicated above at their seats.

Another group of pupils then passed to the teacher's desk. They were given work in articulation. This is a local problem due to the fact that fully seventy-five per cent of the pupils are of Scandinavian parentage, and many of them hear no English spoken at home.

The pupils in the next group to receive special attention had been having difficulty in comprehension, because of overlooking or miscalling small but meaningful words. They were given drill in the silent reading

of sentences like the following: "Place the book *on* the table." "Place the book *under* the table." "Place the book *over* the table."

The pupils followed the directions and attention was called to the change in meaning caused by the alteration of a single word.

Remedial treatment of reading difficulties. In so brief a treatment of the subject of remedial work as is given in this book it is not possible to present a complete array of exercises of value in eliminating the reading defects listed in Chapter XVI; nor is it desirable to do more than suggest types of exercises that may be used. The field of remedial work in reading has barely been touched. Much remains to be accomplished. Many of the devices being used are valueless to serve the purpose for which they are intended. Others are very crude indeed.

The materials presented have been selected from the reports of the investigators in this field. The progress tests following their use indicate that they have been successfully used.

1. *Teaching procedure used for the non-reader.* Keller and Fernald¹ describe the method used in developing word recognition with a non-reader.

Teaching procedure—M was asked to write "racer" under his picture and of course replied that he could not do so. The word was written on the board for him by the teacher, M being told to trace the letters with the first and second fingers while saying the word, not the letters. After the tracing was repeated several times the word was erased and the child was asked to write it on the board. He wrote "rnacer." This incorrect work was quickly erased and another opportunity was given him to trace the correct word, after which the writing was repeated with complete success. He wrote the word correctly several times, each time without the copy before him. He then wrote it with crayola above the picture which he had drawn. He next asked for the word "now." After tracing it twice, with two fingers, he wrote "na" and said, "I've forgotten the rest." After another tracing he wrote "naw" and after

¹ The *Second Yearbook*—Dept. of Elementary School Principals. Vol. II, No. 4, pp. 336, 337, 340.

the next tracing he wrote it correctly. "How" was the next word he asked for. After the first tracing he wrote "h." The next trial was successful. No reason could be discovered for this peculiar choice of words.

His attention shifted many times during this first short lesson. He examined spots on the board, the teacher's ring, a notebook on the table, work which the other children were doing, rulers, erasers, chalk, and the like, asking "What's this for?" and "What's he doing?" and various other questions showing his natural curiosity and exhibiting a keen and alert mind.

This lesson was followed by others of similar nature. The tracing was omitted whenever the child felt that he could look at the written word and write it without tracing. Very often it was necessary to resume the tracing again.

As soon as M had gained the ability to write words in this manner, work in formal reading was begun, and an accurate record of each lesson kept in a notebook.

In a case which came under the observation of the writer, a pupil in the fourth grade was unable to read primer material. She was given drill in word recognition, involving also an application of certain phonetic rules. These rules were as follows:

PHONETIC RULES OF PRONUNCIATION

1. When *e* comes at the end of a word of one syllable the *e* is silent and the preceding vowel is long. This is known as the rule of "Final *e*—can, cane; not, note; cub, cube.

2. When two vowels occur together in a word the first vowel is long and the second is silent. This is known as the rule of "Two Vowels"—boat, people, neither, train, seize.

3. *C* before *e*, *i*, or *y* has the sound of *s*—cent, city, fancy.

4. *G* before *e*, *i*, or *y* has the sound of *j*—gentle, ginger, suggested, gypsy.

5. *W* before *r* is silent—write, wrestle, wrap.

6. *K* before *n* is silent—knight, knock, know.

7. *G* before *n* is silent—gnat, gnaw, sign, gnome.

8. *Ph* always has the sound of *f*—phonograph, elephant, phlox.

9. When *ed* comes at the end of a word it adds a syllable when preceded by *d* or *t*—roasted, faded.

10. In words ending in *tion* or *sion* the accent falls on the next to the last syllable—graduation, profession, ascension.

From these rules eighty-seven words were studied and learned. Five lessons were devoted to the study of phonics. One hundred fifty-seven words were developed from five phonograms. Following this word study he was given lessons in word analysis, oral, and silent reading. In a short time he was able to read second grade reading material with ease.

In Chapter V is presented a number of exercises in vocabulary building. These offer abundant material for use in developing word recognition. Drill in phonics and word analysis are valuable in enabling the pupil to master new and unfamiliar words.

2. *Procedure and materials for aiding pupils to grasp the meanings of words.* Gray¹ reports such a case as follows:

Method of procedure during the first lessons—On account of his serious difficulties in recognizing words, it was necessary, at first, to use primer material and charts. The use of simple, familiar selections, the content of which could be mastered easily, aided in developing habits of fluent recognition. Sentences, or short units were prefaced by suggestions concerning the content, such as "The next line tells where the girl lived" or "This paragraph tells what the hen did with the seed." First, he read silently and then aloud. As a result, he anticipated words from a study of the content, and the associations between meanings and symbols were accordingly more effective. Words which he did not know were pronounced for him. A record was kept of these words and used at the end of the period in exercises which will be described later.

Occasionally, selections were printed on charts. After reading a selection on a chart as a unit, a duplicate chart was cut into strips containing single sentences. He was asked to read the first sentence on the chart and then to find the strip containing the same sentence. The second chart was built up sentence by sentence by matching with the first. He was then directed to find the line which says, "The dog is large." When he was able to recognize the sentences in any order, they

¹ Gray, W. S. Remedial Cases in Reading—Their Diagnosis and Treatment, *Supplementary Educ. Monograph* No. 22, pp. 56, 57.

were cut into phrases and matched with those of the original chart. They were then cut into shorter phrases, and occasionally into words. When he was unable to recognize a word or phrase he referred to the chart where he found it in its original setting. This method also enabled him to recognize words in thought groups. After studying a selection in this way he was asked to re-read it orally in order to get the story as a whole and to develop habits of fluent, accurate reading. Through exercises of this type, his reading vocabulary was soon sufficiently large to enable him to prepare short stories at home which were read the following day.

The daily recitation period.—As soon as he had made some progress in reading independently, forty-five minutes were spent each day in a variety of helpful exercises. Assigned selections, which were prepared at home, were discussed and re-read. Questions and suggestions were given to arouse an interest in the reading for the day and to direct his attention to the content. If a selection was not familiar, the story was told briefly and some of the more difficult words were used in sentences similar to those which appeared in the story. This enabled him to anticipate words and prevented the formation of incorrect associations. He was encouraged to discuss these selections; he was asked questions which tested his comprehension of what he had read, and he was asked to read passages aloud. Furthermore, suggestions were given to aid in fluent reading. The words which gave him trouble were noted and emphasized during the drill period. Ten or more minutes of each period were devoted to drill exercises calculated to increase his ability to recognize words and to increase his span of recognition. As soon as he was able to recognize words with considerable rapidity, sight-reading exercises were assigned.

In a case observed by the writer, the pupils of the group were stimulated to make a dictionary. A small note book was obtained in which each wrote the new words whose meanings he had gained each day. These words were listed alphabetically. Often words cut from newspapers and magazines were pasted in this dictionary. Pupils were encouraged to find and paste in the dictionaries pictures which illustrated the meanings of the new words. A progress chart was kept to record their gain in the acquisition of a meaning vocabulary. Stories were read to them in order to build

up experiences for an understanding of new words. Excursions were made to the park, the stores, factories, farms, and other places and word lists were made of the articles and activities observed. Steady progress in building up a meaning vocabulary followed this procedure.

Miss Merton¹ reports some successful remedial work to overcome the inability to understand the meanings of words. She says:

In cases of inability to get the meaning of long, unfamiliar words a study was made of prefixes, suffixes, and stems. After learning the meaning of "re" and "er" pupils were able to study out independently the meaning of words like "reorganizer." If a pupil met an unfamiliar word in his work, he was asked to give a sentence of his own containing the new word, after he had looked it up or had been told the meaning.

A study was made of homonyms. Lists of such words were placed in the pupil's progress book. Sentences illustrating the use of the homonyms were selected from the reading material whenever they were met with and placed opposite the appropriate word in the record books.

The seat-work exercise which had for its aim the building up of a meaning vocabulary consisted of "coloring," by means of fitting words, a paragraph from which several words had been omitted. A typical exercise follows: "Saturday had come at last. Jane was sitting on a (low) limb of an (apple) tree. It was a (sunny) June afternoon. Flowers (bloomed), birds (sang), butterflies (flitted) everywhere.

Pupils in the primary grades built up large meaning vocabularies as a result of the following seat-work exercise. Sets of ten-word groups each were cut from old discarded primary readers, mounted on stiff paper, cut into separate word groups, and placed in envelopes made by the pupils for this purpose. Each envelope was numbered. A pupil received an envelope and during the seat-work period illustrated each word group with pencil and crayons and placed the proper word group directly under each picture. The teacher checked this work carefully at the close of each period. If a child had made mistakes, he was told what the phrases were and given another chance to score 100 on the following day. Examples of mistakes were "a brown house" for "a brown horse," "the little chicken" for "the little children," etc. When pupils scored 100, their envelopes were collected and they were given a

¹ Merton, Elda. *Opus Cit.*

new number. The teacher kept a record of the number of each envelope as a child finished it. As no two word groups in the entire set of envelopes were the same, a child who had completed fifteen envelopes would have comprehended one hundred and fifty word groups well enough to illustrate them correctly. The following examples of these word groups were taken from one of these envelopes:

a red squirrel	our flag
a fat boy	seven children
three big eggs	the blue flowers
a red and yellow kite	two little robins
a wee, wee house.	some brown leaves.

3. *Procedure in training pupils to blend words into meaningful phrases and sentences.* This is largely a problem of increasing the eye span. "Word" readers are usually the result of poor teaching. The pupil should first see words in context rather than as isolated symbols.

The first step in overcoming this defect is to build up in the mind of the pupil a favorable attitude towards reading. He should read a great deal of simple material with attention given primarily to the content. His curiosity may be aroused by the teacher telling part of the story to him and then permitting him to read the remainder of the story himself. Reading of a dramatic type in which the pupil can act the part of one of the chief characters is of value in overcoming this defect. Phrases of increasing length should be printed on bristol board and used in short time exposure drill. Gray reports a device which consisted of grouping the words in thought units with each pair of units separated by five letter spaces. In another school old readers were placed in the hands of the pupils needing such remedial instruction. They were directed to draw a vertical line between each pair of thought units. It was discovered that some of their difficulty lay in an inability to group words properly.

4. *Procedure in remedying poor comprehension.* A case of

this type came under the observation of the writer.¹ The pupil scored 0 in quality in the Gray silent reading tests for Grades II, III, and IV. An unstandardized test was given to her also. The following material taken from the Merrill *Fourth Readers* p. 57 was used for this purpose:

THE BUCKWHEAT

When you pass a field of buckwheat after a thunderstorm, you will often find it looking blackened and singed, as if a flame of fire had swept over it. Peasants say, "The lightning has caused this." But why did the lightning blacken the buckwheat?

I will tell you what I heard from the sparrow, who was told by an old willow tree standing near a field of buckwheat. It was a large, imposing old willow tree, although somewhat crippled by old age and split in the middle; grass and a bramble-bush grew in the cleft. The tree was bending down its branches so that they nearly touched the ground, hanging down like long green hair.

In all the neighboring fields grew corn, and also oats—splendid oats, indeed—which looked when they were ripe, like many little yellow canary birds on a branch. The corn was lovely to look at, and many of the very largest and best ears were hanging down as if to show their humility.

Close by, right opposite the old willow tree, was a field of buckwheat. The buckwheat did not bend down like the corn, but stood proudly and stiffly upright.

The girl was instructed to read the selection silently for the purpose of getting the thought well enough to reproduce it later. The results are as follows:

Rate in words per second, 1.05.

Lip movement, marked.

Reproduction: When you pass by the buckwheat, you see corn. If you pass by, you will hear a sparrow.

Answers to specific questions: Eight questions asked, one answered, and that incorrectly.

Question: How did the oats look when ripe?

Her reply: They looked good.

Correct reply: They looked like little canary birds on a branch.

¹ Anderson and Merton. *Elem. School Jl.* Vol. XX, pp. 688-691.

To discover if mechanics of reading was causing the difficulty, she was asked to read the same material orally. She read fluently and with expression at the rate of 1.01 words per second, making only four errors, as follows:

"Singed" pronounced "sing-d."

"Peasants" pronounced "pleasants."

"Canary" pronounced "can'ary."

"Humility" pronounced "hum'ility."

The diagnosis of this case was as follows: Knowledge of the rudimentary mechanics permitted her to read material far beyond her comprehension. She read words as names and not as symbols of ideas. The problem was plainly that of training her to read for content.

Remedial lessons consisted of the silent reading of paragraphs cut from second and third grade readers. One thirty-five minute lesson a week was given for six weeks. Seven lessons were given during this time inasmuch as two were given during the first week in April. From five to seven paragraphs were used in each lesson. The first paragraph read was very short containing few separate thoughts. Each succeeding paragraph, being slightly longer, provided for gradual growth in the ability to get meanings from the page.

Meanings of words rather than the way they were pronounced and phrases as thought units rather than words were emphasized. Nothing was said of lip movement or rate. The purpose of the reading was to secure an understanding of the content of the paragraph.

After she had given a reproduction of the "story" and had answered a number of specific questions about it, she was asked to re-read the selection in search of any thoughts she had overlooked during the first reading. She then gave a second reproduction. This last reproduction was, no doubt, largely a result of the specific questions. Nevertheless, it was valuable in training the pupil to see the richness of content in the selection.

The material increased in difficulty as the lessons went on, involving more and more difficult words and more complicated phrasing. A complete record was kept of the work accomplished in each lesson. A sample, taken from the record for April 15, is given below to illustrate the girl's response as well as the material used. Selections were cut from the Howe *Third Reader*.

The first and last paragraphs are reported below in detail in order to show the kind of material used and the increase in amount and quality of reproduction during the instruction period which extended from March 18 to May 2. The material read during this period had not

been standardized; therefore, it is impossible to place a quantitative value upon the growth in quality. That there was a decided growth is evidenced by the fact that in March, Case "A" was reading short selections of from seventeen to forty words each in a second grade reader with difficulty, while in May she was reading selections of over 150 words in length from a fourth grade reader and was reproducing the thought with a high degree of accuracy. During this period no mention was made of lip movement. The girl evidently discovered for herself that lip movement interfered with ability to read in thought units, for, after April 29, her record shows a complete elimination of it.

Portion of lesson recorded for April 15. Paragraph 1, 16 words:

Fair and fresh dawned the morning. The warm sunlight streamed in through the window. Irene awoke.

First reproduction: It was fair and fresh. And the sunlight streamed in through the window, and Irene awoke.

Answers to specific questions:

How did the morning dawn?

"Fair and fresh."

What streamed in through the window?

"The sunlight."

What did Irene do?

"She awoke."

Second reproduction: It was fair and fresh in the dawn of the morning. And the warm sunlight shown in through the window, and Irene awoke.

Paragraph 5. 78 words:

Down the mountain side came a brook, jumping and leaping over the rocks on its way. Down, down, down it came, running swiftly as it passed the little fir tree.

"Stop, little brook," called the tree; "Why do you always hurry so? I want to talk to you."

"I can't stop," cried the brook. "Don't you see that I am tumbling down hill?"

And on went the brook, until it reached the green fields. There it ran more slowly.

First reproduction: Down the mountain came a brook, jumping and leaping over the rocks to its way. It went down and passed the fir tree. And the fir tree said, "Stop, Brook. I want to talk with you." But the brook said that he was tumbling down hill. And the fir tree said, "Why are you in such a hurry all the time?" When the brook got further it ran slower."

Specific questions with answers:

What came down the mountain side?

"A brook."

How did it come down?

"Jumping and leaping."

How did it run as it passed the fir tree?

"It ran in a hurry."

What did the fir tree ask the brook?

"He asked why he was in such a hurry."

What did the brook answer?

"He said he was tumbling down hill."

When did the brook run more slowly?

"When it got further."

Second reproduction: Down the mountain side a brook came jumping and leaping over the rocks to its way. And it ran swiftly past the fir tree and the fir tree said, "Stop, Brook, I want to talk with you." And the brook said, "I can't stop. Don't you see I'm tumbling down hill?" The fir tree said, "Why are you in such a hurry all the time?" When the brook reached the green fields it ran more slowly.

With groups of pupils the following methods were used:

(a) The asking of fact questions, the answers to which could be given in the exact wording of parts of the paragraph. Mounted paragraphs similar to those described for the giving of reproductions were used. On the back of the cardboard the teacher placed a number of questions of the type just mentioned. A sample paragraph is given to show material and the questions used.

THE ESKIMO'S HOUSE

An Eskimo's winter home is made of snow. The Eskimo makes his house in one day. He cuts big blocks out of snow. He puts them together. He must work carefully. At last the house is finished. There is a hole in one side. It is just large enough to crawl through. That is the door. What a queer little house with its queer little door! How can people live in it? But they do.

QUESTIONS ON BACK OF CARDBOARD

How long does it take to make an Eskimo winter hut?

Of what is it made?

Where is the door?

How large is it?

The teacher gave the following directions: "Read this selection or story silently, carefully, and but once. After you have read it, answer the questions on the other side, using complete sentences."

In scoring this exercise 100 was used as a basis and each question was counted as a fractional part of 100.

In cases where pupils receive very low scores they were permitted to read the selection as many times as necessary in order to find the answers to the questions. Gradually they improved until many were able to answer all the questions after one reading.

(b) The asking of thought questions, the answers to which would be governed by the extent to which the pupil understood the paragraph read. The following illustrates the type of material used:

Oh, the sunshine told the bluebird,
And the bluebird told the brook,
That the dandelions were peeping,
From the woodland's sheltered nook.

What season do you think the stanza describes?

5. *Slow reading rate.* To increase the rate of reading the pupil must develop a wider span of recognition, and a shorter fixation pause. In order to do this, selections with few thought difficulties should be used. Pupils should read these under time pressure and be required to find the answers to specific questions. Simple supplementary reading should be encouraged outside of school time.

Reading rate is determined to a large degree by the extent of the pupil's visual and meaning vocabularies. The exercises suggested for the enlargement of these, as well as the exercises for the improvement of comprehension, will increase the rate of reading correspondingly.

6. *Procedure in training pupils to select the essential idea and the supporting details.* Careful instruction planned in steps according to difficulty is necessary to overcome this difficulty. Miss Merton¹ suggests some excellent devices used in the Waukesha public schools.

¹ Merton, Elda. The Discovery and Correction of Reading Disabilities. Second Yearbook. *Dept of Elem. School Principals*. Vol. II, pp. 358-360.

The following brief, well-written topic, will serve the purpose of illustration of treatment:

To supply their needs men draw upon the storehouse of the earth. Beneath the surface is found a wealth of minerals—coal, iron, copper, zinc, lead, gold, silver, and many others—all of which are used in hundreds of different ways. On the surface of the earth is a loose, earthy material which is known as soil. This makes possible the growth of all the important foodstuffs and the clothing fibers as well as the great forests which provide lumber for building purposes. Flowing over the lands are the rivers, which furnish water supply for cities and towns, fish for food, and power to turn the wheels of the mills. All these things with which man is supplied by nature are called natural resources, and they constitute the source of supply for all his necessities and luxuries.

Step 1

The teacher must prepare a blank outline similar to the following, and place it upon the board for class study.

I. Natural Resources

A. Beneath the surface

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

B. On the surface

- 1.
- 2.
- 3.

C. The rivers

- 1.
- 2.
- 3.

Pupils are told to find the missing points by reading silently from their books the material from which the blank outline has been made. As points are located they are inserted into the outline by the pupils. This is done in class with all pupils contributing, criticisms being made which will assist them in doing this work independently.

Step 2

The teacher erases the points filled in by the pupils, leaving the blank outline as it was originally placed upon the board. She assigns as seat work the filling in of this same blank outline, each pupil working independently.

Step 3

Blank outlines of new material are placed upon the board. Pupils are

required to fill them in as seat work without previous class help. These outlines are then brought to the next class and checked, the correction forming part of the work of the reading-class period.

Step 4

Pupils are assigned material for outlining without blank outlines or class help. This now becomes a valuable type of silent reading assignment.

Steps 1, 2, and 3 should form a part of the regular work of the third and fourth grades making it possible for the teachers of the fifth and sixth grades to use Step 4 without resorting to the remedial measures of the first three steps except in cases of unusually poor readers.

7. Procedure in training pupils to follow printed and written directions. The development of this ability with normal pupils has been discussed fully in Chapter XII. Remedial treatment does not differ in details from the methods already suggested. Pupils should be taught to play games, construct apparatus, and perform experiments by means of printed directions. These exercises should be graded in difficulty, according to the degree of disability of the pupil. The measure of success is the product produced.

8. Procedure in training pupils to locate data. This involves both drill in finding the answers to specific questions and training in the use of books. The first point has been illustrated in the discussion on "procedure in remedying poor comprehension." Training in the use of books has been treated in Chapter XIV and many exercises presented there.

Further suggestive remedial materials are as follows:

Reading more widely to gain information about a certain topic.

a. Raise a question and leave it unsettled, at the same time placing within the pupil's reach material which will enable him to satisfy the desire to know.

b. Use discarded sets of readers. Prepare a card index for reference on topics treated in different books. Interest in wider reading may be developed in this way.

c. Always find out first what the children can contribute from past experience. Start the reading for further information at this point.

Schools that have school libraries as a part of their equipment are at a great advantage in developing habits of reading more widely to gain information on certain topics.

9. *Procedure in training pupils to "summarize."*

Any paragraph meeting the requirements may be cut from magazines or old books and mounted, assigned directly from a test, or copied upon the blackboard and concealed by a curtain until it is to be used. The pupil in need of drill trains himself in the following manner:¹

- (1) He reads the paragraph through once, silently.
- (2) Without referring to the paragraph, he lists all the points he can remember after this one reading.
- (3) He re-reads the paragraph in an attempt to locate points omitted, checking his list with the points of the paragraph.
- (4) He re-lists the points without referring to the paragraph.
- (5) He re-reads and re-checks, continuing his work on the paragraph until he has obtained a 100 per cent list.

For example, in the paragraph:

All aspects of Nature doubtless react upon man to some extent. The factors, however, which affect most directly his mode of livelihood are: the character of the soil; the topography or surface features of the earth; the coast line; the climate; and the natural resources, notably fish, forests, minerals, and water power.

What are the factors which affect most directly man's livelihood?

A 100 per cent accuracy list would be:

Factors which affect most directly man's livelihood:

1. Character of the soil.
2. Surface features of the earth.
3. The coast line
4. The climate.
5. Natural resources

¹ Merton, Elda. *The Second Yearbook*—Dept. of Elementary School Principals. pp. 348, 349, 350.

- a. Fish
- b. Forests

- c. Minerals
- d. Water power

The pupils of the Waukesha schools are overcoming their inability to retain and summarize accumulating details. Large numbers of summary paragraphs have been supplied them in mimeographed form. The teachers have coöperated by making this material available to all. They send to the office paragraphs which they have found in magazines or books not available to all teachers in the system, thus adding to the mimeographed collection already in use.

To supplement the daily work informal tests are prepared at the office and copies mimeographed for each pupil. In this way a check on the improvement of every child in the city is made possible. The following tests are typical of those given and are taken from a series sent out to fifth and sixth grade pupils during December, 1922. The pupils fold the test sheet so the horizontal crease will divide the question from the paragraph. With the question turned under in this way, they read the paragraph through once, turn to the side containing the question, and list the points without returning to the paragraph. In this way the pupils' ability to summarize details after one reading is determined.

Test 1

Name.....	School.....	Number of correct points.
Date.....	Grade	Per cent retained.....

Some insects are very lively in their sports. The ants, industrious as they are, have their times for play. They run races; they wrestle; they run after one another, and dodge behind blades of grass just as boys dodge behind trees and posts; and sometimes they have mock fights together. Does it not seem strange to think of ants engaged in these sports?

In what sports do the ants engage?

Test 2

Name.....	School.....	Number of correct points....
Date	Grade.....	Per cent retained.....

The schoolhouses of colonial days were small and uncomfortable consisting usually of one poorly-lighted room furnished with long, backless, wooden benches. The hours were long, the books few and uninteresting, and the discipline was severe. On the whole, there was a striking contrast between the school life of those "good old times" and that of the present day.

How did the schools of colonial days differ from the school you are attending today?

Test 3

Name..... School... Number of correct points...
 Date..... . . . Grade Per cent retained.

The cool, pure air, with a preponderance of sunshine, the attractive scenery, the many beautiful, clear lakes, the cold, well-stocked trout streams, of which there are 5,000 miles in the state, the abundance of game, and the health-giving pine forests make Wisconsin a famous summer resort region. Every year in summer thousands of people from the cities and regions farther south seek the lakes and islands of Wisconsin to rest and recuperate.

Account for the fact that Wisconsin is a summer resort region.

Test 4

Name... School Number of correct points....
 Date Grade. Per cent retained.....

Did you ever stop to think of how this earth is covered with gold on a summer's day? The shining gold is scattered all over the meadow in big yellow dandelions. It is half hidden among the round green leaves of the marsh marigolds at the edge of the pond. It is scattered through the woods in bright yellow buttercups and tiny bits of it look out of the eyes of beautiful blue violets. Some of the bright tulips growing along the garden paths are as yellow as the sun at midday. Beside the garden fences are great beds of daffodils. Tiny yellow butterflies flit in and out among the flowers. It seems as though hundreds of tiny suns have dropped all over the meadow and woods.

What things have been mentioned that look golden on a summer's day?

10. *Training pupils to draw valid conclusions.* This is remedial work of an advanced type. Whole classes rather than individuals need such training. The difficulty is with the teacher more often than with the pupil. During his entire school career the pupil has been faced with the necessity of reproducing facts—not with using these facts in new situations. The teacher who desires to remedy this defect in her class may study with profit the chapter entitled the Teacher's Questions. There the difficulty usually lies.

Miss Merton¹ has suggested drill exercises to overcome this defect. She says:

In attempting to correct this disability in slow pupils, the writer has found nothing which brings results more rapidly than the use of riddles. It is best to begin with very simple riddles which will require pupils not only to form conclusions but also to change them frequently while reading. For example:

It is large.
It has two eyes.
It has four legs.
You see it at the circus.
It has a trunk.
What is it?

A teacher about to assist a pupil weak in comprehension wrote the above riddle upon the board in reverse order, thus:

What is it?
It has a trunk.
You see it at the circus.
It has four legs.
It has two eyes.
It is large.

She then concealed it by a roller shade. When work was to begin she raised the curtain so that only the bottom sentence could be seen. The child read silently: *It is large*. He then listed for the teacher several possible answers. His list included: house, tree, mountain, city, man, farm, and automobile. The teacher then raised the curtain so that an additional statement could be read. After reading silently, *It has two eyes*, the pupil found it necessary to eliminate a number of his answers. He then added to his list: man, eagle, cow, elephant, and lion. The third statement was now exposed, *It has four legs*. The pupil found it necessary to eliminate again, but proceeded at the same time to add to his list: cow, elephant, lion, and horse. The exposing of the fourth statement required further revision of thought. *You see it at the circus*. The list was now greatly extended: rhinoceros, elephant, lion, horse, giraffe, and hippopotomas. The fifth statement, however, required the omission of all but one name. *It has a trunk*. The pupil then reached the conclusion that an elephant had been described. He had drawn a valid conclusion from the data before him.

¹ Merton, Elda. *The Second Yearbook* Dept. of Elementary School Principals. pp. 353, 354, 355.

After pupils have thus learned how to use this material, remedial work may be transferred to the seat work period by supplying pupils with riddles accompanied by the direction, "Write its name," and pupils may improve their thought work independently, requiring a teacher's time only for the correction of answers. In the upper grades riddles may apply to facts learned in geography, history, and hygiene, and this work will furnish an incidental review of these facts.

When material of this nature gives no further difficulty attention should be directed to passages similar to those found in the texts used in preparing daily assignments, an example of which was taken up in detail at the beginning of the discussion of thought work. These thought tests should cover a variety of subjects, should include all types of reading material, and should call for the drawing of valid conclusions from given data.

The Waukesha teachers are supplied with as many of these thought tests as they can use. The same collection of numbered "tests" is furnished each elementary grade teacher in mimeographed form. The numbers do not indicate the order of difficulty, but merely the order in which they were prepared. For this reason No. 115 in the collection may be less difficult than No. 9. Each teacher mounts the selections on oak tag slips and groups them according to difficulty for her particular grade. In this way she is supplied with material ranging from that which is simple enough for the poorest reader to that which is difficult enough for the best reader in her room. The following are taken from this collection of thought material:

14.

The barn owl has been called a night prowler. It lives near the abodes of man, and is often found in the neighborhood of farmyards, where it feasts on the mice which do much damage to the harvest fields and stored grain."

Is the barn owl the farmer's friend or his enemy? Why?

20.

Jack sat on a stone wall. An old apple tree, covered with pink and white blossoms, leaned over the wall close beside Jack. Into one of the blossoms crept a fat, brown fellow humming to himself. He came out a moment later, covered with yellow pollen, and flew away. Jack watched him as he crossed the meadow and was lost to sight.

What was it Jack had seen? How do you know?

40.

Plants and trees breathe by means of their leaves. The part of the air taken in by the leaves is a poisonous gas which men and animals

breathe out; the other part, which is useful to animals, is breathed out by the leaves. Men and animals breathe in oxygen and breathe out carbonic acid gas.

Do plants breathe in oxygen? How do you know?

The procedure and the practice materials presented in this section are offered only for illustrative purposes. They do not represent the best that can be done but they have

GRAY ORAL-READING TEST

Selection	Before Practice			After Practice		
	Time	Rate	Errors	Time	Rate	Errors
	Number of Seconds	Number of Words Read per Second		Number of Seconds	Number of Words Read per Second	
I..	20	2.40	1	15	3.20	0
II..	22	2.22	2	20	2.45	0
III....	20	2.45	1	20	2.45	1
IV.	32	1.90	0	30	2.03	0
V..	51	1.17	3	46	1.30	1
VI.	53	1.16	5	50	1.24	1
VII.	69	0.76	9	80	0.66	5
Total...	267	..	21	261		8

Total number of words read.382.

Average rate before practice, 1.43; after practice 1.46.

proven successful in eliminating the specific defects for which they were devised. They should furnish a point of departure for the resourceful teacher. It is hoped that she will venture further into this relatively unexplored field and will develop materials and a technique more exact than is available at the present time.

PLATE I

NUMBER OF WORDS READ FOR EACH ERROR MADE SHOWING THE
EFFECT OF REMEDIAL WORK. CASE "D"

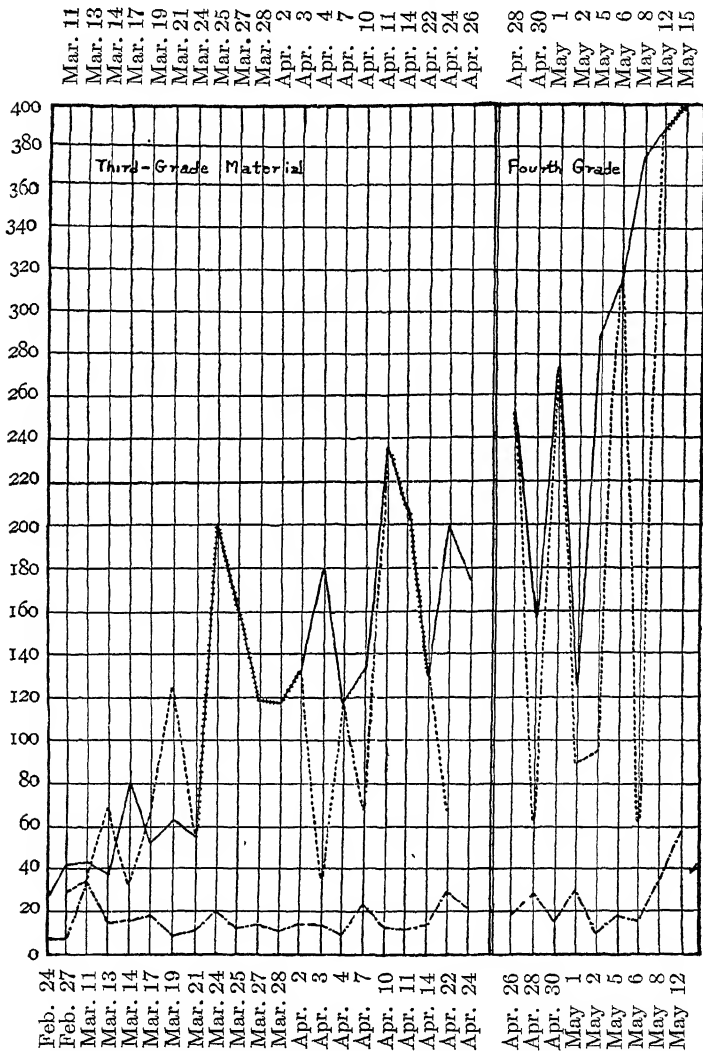


Plate 1 shows the graph of a record kept by a teacher in the treatment of a case of "repetitions." The record was kept in the pupil's notebook and each day the progress made was charted on coordinate paper. The pupil followed the trend of progress with deep interest and rejoiced with the teacher when a line "went over the top."

- - - - - Material read at sight at beginning of lesson. Dates below.
 ————— Same material at close of lesson after work in phrasing.
 ~ ~ ~ ~ ~ Same material read at a later date. Dates above.
 + + + + + Identical lines.

Progress tests and records. In order to determine if the remedial instruction is effective, progress tests should be given at frequent intervals. Such tests may be of the standardized type or may be devised by the teacher to meet the situation.

The table presented on page 378 shows the record of a pupil as measured by the Gray Oral and Silent Reading Tests in December and again in May after remedial instruction had been given.

These records show that while there is no great change in the reading rate, there is a decided improvement in the quality of comprehension. Such records enable the teacher to determine what changes in instruction are advisable and what reading defects are on the way to elimination.

The following tables show the distribution of pupils by grades taking the Burgess Picture Supplement Tests before and after training.

TABLE I

Distribution of Pupils by Grades Taking Burgess Picture Supplement
Test 1 Before the Training Period

Scores in Burgess Scale	Pupils in Grades					Total Number of Pupils	Per cent Making Each Score	Per cent Burgess Standard
	4	5	6	7	8			
2								1-
8			2			2	1.5	1+
14	1	2	1	1		5	3.7	3
20	1	1	0	0	1	3	2.2	4
26	1	0	3	5	1	10	7.5	6
32	3	4	2	8	4	21	15.8	8
38	8	5	4	6	2	25	18.8	10
44	9	4	8	4	0	25	18.8	11
50	6	6	4	1	3	20	15.0	12
56	4	2	4	1	1	12	9.0	11
62		3	1	1	1	6	4.5	10
68		2	0	1		3	2.2	8
74			0			0	0.0	6
80			1			1	.8	4
86								3
92								1+
98								1-
100								
	33	29	30	28	13	133		

Median 38.24

TABLE II
Distribution of Pupils by Grades Taking Burgess Picture Supplement Test 2 After the Training Period.

Scores in Burgess Scale	Pupils in Grades					Total Number of Pupils	Per cent Making Each Score	Per cent Burgess Standard
	4	5	6	7	8			
2								1—
8								1
14								3
20			1			1	.8	4
26			0			0	.0	6
32	1	2	0		1	4	3.0	8
38	4	3	1	1	0	9	6.7	10
44	2	2	2	5	0	11	8.2	11
50	2	5	2	1	2	12	9.0	12
56	6	1	3	5	2	17	12.8	11
62	5	1	5	4	0	15	11.3	10
68	5	7	3	2	0	17	12.8	8
74	5	1	1	2	1	10	7.5	6
80	1	3	4	0	0	8	6.0	4
86	1	0	3	2	1	7	5.2	3
92	1	2	3	2	2	10	7.5	1
98	0	1	0	2	4	7	5.2	1—
100	0	1	2	2	0	5	3.7	

Median 61.2

A comparison of the results of these two tests shows that 83.4 per cent of the pupils did not score above 50 on the first test, while in the second test this number was reduced to 27.8 per cent. Only 16.8 per cent of the pupils exceeded the score of 50 in the first, while 72.2 per cent exceeded a score of 50 in the second test. This is a wonderful gain in speed. The median score on the first test was 38.24; in the second test the median was raised to 61.2.

Summary. Mass instruction in reading must give way to or be accompanied by group or individual instruction. In order to carry on this remedial work the teacher should know the

common causes of failure in reading, how to diagnose reading defects, and the procedure in remedial instruction. She must have available a large amount of suitable material for drill to develop the fundamental reading habits and the special abilities involved in the thoughtful processes of reading. Finally, exact records of progress should be kept to serve as a check upon the efficiency of instruction and to stimulate the pupil to further effort.

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CHAPTER XVIII

THE TEACHER'S QUESTIONS AND STUDY HELPS

The chapter content. Chapters XII and XIII discussed reading as a thoughtful act and emphasized the development of those reasoning processes leading to correct study habits. It was pointed out that the mature reader, in addition to acquiring an adequate vocabulary, should be able to interpret maps, charts, and graphs; should know how to follow directions with accuracy and reasonable speed; should reconstruct in his mind the verbal pictures of the book; should be able to locate data, organize data, and evaluate the reading materials presented.

In order that these thoughtful processes may function, the pupil must be able to use other than textbook material. Training the pupil in the effective use of books was, therefore, made the chief topic of Chapter XV.

The present chapter discusses the teacher's question as an all important factor in making reading a thoughtful process.

The importance of the question in teaching reading. The teacher directs the mental activity of the pupils by means of her questions. After the mechanics of reading have been acquired, probably no other factor of continued development in reading is as significant as the type of questions asked by the teacher.

Dr. Romiett Stevens¹ emphasizes the importance of the question in the following statement:

¹ Stevens, Romiett. *The Question as a Measure of Efficiency in Teaching*, pp. 2, 3. *Columbia University Contributions To Education*, No. 48.

The question and answer recitation may become a conversation hour between teacher and pupils, a period of richest opportunity for true education: i.e., the "*leading out*" of what is in the mind of the pupil. It can be a time when the mind of the teacher comes in closest touch with the will and the emotions of his pupil, guiding and directing him toward standards of thought and action far beyond the ken of youth. It can be a time of richest opportunity for the teacher to ascertain just where to set his pupils adrift in thought life to do independent intellectual work in accordance with their ability, and so to grow in the power to think and to act for themselves. It can be the time for the teacher to discover the possible avenues of a pupil's own initiative and to give him the right impetus.

When we find a true teacher at work in a classroom, we generally find that he is using the question and answer recitation for a distinct educational purpose: he seeks through a series of skillful questions to draw forth from his pupils certain groups of facts related or unrelated; he then gives the pupil the incentive to assort his facts and put them together in new relations, converting them into potential factors in his experience; he helps him to make over a mass of dry facts into living knowledge. The mechanical teacher seeks in his questioning merely to drive home a certain daily assortment of facts gleaned from the perusal of the textbook lesson. The teacher who is a master of the art of questioning knows how, by the use of the right question in the right place, to teach his pupils to acquire and classify knowledge. If he is not a master of the art, if he cannot himself be clear and logical in his questioning, he fosters in his pupils negative habits of work, poor associations, and careless impressions.

In school work generally, the teacher's question follows the preparation of the lesson and is usually a test of understanding or of preparation of assigned materials. In life, outside of the school, the question usually initiates and motivates all work. It is the pre-requisite for thinking. How can this river be spanned by a bridge? What route through the mountains is the most practical? How can I market my product in Brazil? At what price can these goods be sold in order to yield me a fair profit? The answers to these questions are not contained in a textbook. They are the basis

for the gathering of data, their organization, evaluation, and the resulting conclusions.

The function of the teacher's questions in reading. If one were to judge by the types of questions commonly asked by teachers of reading, it would be safe to assume that the purpose of a question is to test the results of study—to determine the degree to which pupils have comprehended what they have read, to measure the ability of pupils to reproduce the words and the thought of the author.

While it is true that these are legitimate functions of the test question, this type should not assume the importance commonly given to it in the classroom practice, for it is more than "drest in a little brief authority." It has ruled the recitation for many, many years.

Miss Stevens¹ says, "It is the purpose of the question to provoke thought and evoke expression."

McMurry in the introduction to Hall and Hall's² book, "The Question as a Factor in Teaching," gives as the function of the teacher's question, "To supply motive for effort and a basis for the selection and organization of data."

One may go further than this in defining the function of the question in reading. In Chapter II certain socially desirable reading abilities were listed and classified. They constitute, in a great measure, our objectives in the teaching of reading. Even with the most careful selection of reading materials these objectives will not be realized, unless the teacher guides through her questions the mental activities of her pupils.

1. *The most commonly realized function of the question in reading is a test of comprehension.* It is so phrased as to

¹ Stevens, Romiett. *The Question as a Measure of the Efficiency in Teaching.* p. 7.

² Hall, J. W., and Hall, A. C. *The Question as a Factor in Teaching.* p. 6. Houghton, 1916.

require pupils to indicate by an answer that they have understood what has been read. Examples of such questions taken from the *Lincoln Fifth Reader*, Page 4, are the following: What reading habit did Lincoln form early in life? Under what conditions did Lincoln begin to practice law? How did success come to him?

2. *The question should be used to direct the pupil to search for definite facts and data.* Much of the material read by the pupil has in it nothing of value to him. Perhaps there is one sentence or a paragraph containing valuable information. As he reads, he needs to have his attention centered upon certain definite things to look for. This the teacher accomplishes by questions like the following given before the pupil begins to read:

Read the following story to find the answers to these questions. Why is it, when ink is spilled, that it dries up quickly, but when it is in the bottle, it does not dry up? What put salt into the ocean? Why do you feel cold when you get out of a bath tub? Other directions requiring the pupil to search for definite data are: Find the lines which tell where the pirates hid their loot. Make a list of the elements necessary for an ideal home, which are mentioned in this selection.

3. *Pupils should be directed by questions to determine the central ideas or fundamental principles of an article.* In every paragraph and selection there is a central idea or a fundamental principle elaborated or illustrated by succeeding sentences. The pupil should be trained to seek this central idea or principle. This is done by skillful questioning or directions.

Questions and directions like the following perform this function:

"This story is told in two parts. If you were to ask the author to give each part a name, what do you suppose his answer would be? Scan each part quickly and give it a name.

The old Romans had this motto: "To be rather than to seem to be." See if you think this motto might be used for the title to the following story.

Read the following story through rapidly. Make notes, as you read, of the important thought in each paragraph.

Does the title fit the poem?

Can you suggest a better title for this story?

4. *Questions should require the pupil to find collateral and illustrative material explaining more fully the subject treated in the article read.* The questions of the teacher should raise in the mind of the pupil other questions which require additional reading for a reply. The pupil should be stimulated by the teacher's questions to read more widely. Such questions as the following are examples of this type.

Will you need illustrations in order to make this story clear to your audience?

Plan to dramatize this "Archery Contest" for an outdoor program. Make all of the costumes. *Robin Hood* by Pyle, or *Tales and Plays of Robin Hood* by Skinner, will give you the spirit of the times and suggestions for costumes.

This story is told to whet your appetite. Look for more in other books.

Use your geography or atlas for the location of places mentioned in this story.

Find out more about each of the following and form your own opinion:

- a. Reindeer Meat Supply for the United States.
- b. The Arctic Circle, a Coming Country.
- c. Wheat Raising in Alaska.

5. *Such questions should be asked as will bring to mind the conditions of a problem.* Pupils often fail to relate their reading to the problem under investigation. This the teacher should determine, and by questions keep fresh in their minds the conditions of the problem before them.

Such questions as the following raise anew in the minds of the pupils these conditions:

"Under the circumstances, the Articles of Confederation could hardly be more than a feeble instrument." What were these circumstances?

"During the entire period of the Confederation, congress received only six million out of sixteen million dollars assessed on the states." Why weren't the assessments enforced?

Find a paragraph which best brings out the chief difference between a house and a home.

Is the story suitable for dramatization? Give reasons.

What questions are raised in the first paragraph?

6. *Pupils should be led by questions and directions of the teacher to appreciate the significance of each word of a concisely expressed statement.* This is well illustrated by the directions following a study of the story, "The Shipwreck of Alexander Selkirk." The pupils were told: "Pretend that you have been shipwrecked on an island and are afraid that people will not find you before you die. As you have no paper or pencil, you cut a message with your knife upon a rock. It is such hard work that you cannot cut a long message. What will you say?"

In an exercise following the reading of *The Housekeeper* by Charles Lamb, the following statement is made: "Almost every line, and indeed, many of the phrases and words in this sonnet are worth study: For example, notice how the following words and phrases accurately describe the way the snail lives: *frugal, forecast of repose, sanctuary, himself he boards and lodges, sleeps with himself o'er nights.*"¹

7. *Questions should, at times, call attention to sentence structure, word forms, idioms, etc.* Children enlarge their own vocabularies and acquire striking expressions through their

¹ Hill and Lyman. *Reading and Living*, Book I, p. 55. Scribners, 1924.

reading when their attention is called to appropriate words, idioms, etc. Such questions as the following direct the attention of the pupil to the study of appropriate words:

Which of the following words characterize Page Allinson: sympathetic, appreciative, mean, oratorical, cultured, petty, stingy, co-operative, ill-natured?¹

List the five senses and under each write the phrases indicating its use, as follows:¹

<i>Hearing</i>	<i>Seeing</i>	<i>Tasting</i>	<i>Smelling</i>	<i>Feeling</i>
menacing growl	hole in the bank	rancid	odor	tingling spines
whining sound	long, overhanging	sweet, etc.	warm	creamy
speaking acquaintance	ferns, etc.	-	living things	
blood curdling noise			powerful	

8. *Questions should direct pupils to organize facts.* This, as stated before, is the main purpose of the question. Fact gathering is valueless unless the facts are organized. The organization of facts is the second step in the reasoning process. If it is accepted that reading should train pupils in effective study habits, then the teacher through proper questions should direct them in the organization of data. The method of carrying on this training has been discussed in Chapter XIII.

9. *The questions and directions of the teacher should require pupils to interpret facts.* Facts are sometimes mere skeletons of statements and require the flesh and blood of interpretation to give them form and body. When a man is called "a little Napoleon" it may mean much or little depending upon the background of information and experience that can be read into the statement. Such questions as the following bear upon this phase of interpretation:

¹ Davidson and Anderson. *Lincoln Reader*, Book VI, p. 105. Laurel Book Co., 1923.

Why does the poet call the house a roof tree?

What does Longfellow mean by "blue eyed banditta"?

What is meant by the old house having a broken heart?

What is the author's purpose in writing this poem?

10. *Pupils should be required to summarize the facts given, conditions set up, or conclusions reached in a selection.* Questions should have sufficient scope to require such summaries. No illustrations are necessary to make clear this point as teachers are accustomed to use the word "summarize" at the conclusion of the discussion. A recent reader used the word "summarize" in its study helps 116 times thus indicating the importance attached to this type of question by the authors.

11. *The teacher's questions and directions should require pupils to determine the relative importance and worth of facts collected.*

Pupils are given directions and asked questions like the following:

- a. Give order of value.
- b. Name in decreasing order of importance.
- c. Tell what part of story you prefer.
- d. Is the story well named?
- e. What is the most interesting fact?
- f. Is this statement true?
- g. Find sentences worth quoting.
- h. Read to see if this is a good selection for dramatization.
- i. Do you agree with the statements given?

12. *Pupils should be required through questions and directions by the teacher to prove statements made.* Pupils should be trained to read with a challenge. Statements to stand up must be capable of proof. Proving a statement means performance, citing authority, giving evidence. These methods of substantiating statements should be used continually

by the pupil incited by the questions and directions of the teacher. Such questions as the following raise this challenge.

- a. Cite evidence.
- b. Gather all the facts you can to prove——.
- c. Find lines which tell——.
- d. Find paragraph which states——.
- e. Read lines which make you think so.
- f. Mention details which gave you the impression.
- g. Give reasons for your answer.
- h. Can you prove it?

13. *Pupils should be directed by questions to review the materials of earlier readings needed in the discussion of the present problem.* Teachers have been advised in training institutions that the first step in the development of a new problem is a review of known data which may apply to it. The old should be connected with the new so that pupils will see the motive. Some one has said that "review" means "rehash." Purposeless, inane questions, devoid of motive and unattached, may well merit this term, but review questions which call to mind familiar data directly related to the problem under discussion are functional.

Such questions relating to selections previously read as the following are of value in solving new problems.

- a. What view of a mother is emphasized in each selection of this section?
- b. What is the best holiday of the year?
- c. What is the funniest episode in the last section of readings?
- d. Which description of a home is the most ideal?
- e. What does each selection in this series tell which no other selection tells?
- f. What facts in this story were familiar to you?
- g. What legends have you read which help you to explain this one?

h. Recall what you know about the habits of fish and see if they differ from those presented in this story.

i. What other version of this story have you read?

14. *The questions of the teacher should function in stimulating interest in and appreciation for other fields of study.* Pupils should leave a selection in reading with a desire to read further in this field and to investigate other fields suggested by the treatment given the story through the questions and directions of the teacher. Questions should stimulate interest and arouse curiosity which is the motive back of most research and investigation. In reading a story about the peace monument of the Andes, pupils were stimulated to further historical reading by the question, "Can you find what other wars were caused by undetermined boundary lines?" A discussion of the picture, "King Charles' Spaniels" lead to the reading of a series of descriptions of various breeds of dogs. In connection with another story pupils were asked to make a bibliography of Animal Stories. Some of the pupils were stimulated to a reading of these stories in order to add interesting comments after each story listed in the bibliography. In preparation for the study of a selection, "In a Chocolate Shop" questions asked by the teacher resulted in extensive reading about where chocolate comes from and how it is prepared for market.

15. *In order to arrive at valid conclusions pupils must compare, show likenesses and differences.* This is brought about by means of questions attached to reading selections or asked by the teacher. There are two types of comparison questions: (a) comparison of two things on a single designated basis and (b) general comparisons. The latter type is the one commonly used while the former is undoubtedly more valuable. In an analysis of a recent reader, it was found that 89 comparison questions were asked—a relatively large number. These questions are of the following type:

a. Compare this history with another relating the same facts. Decide in what ways the two stories are alike and in what ways they are different.

b. State the essential differences found in the three classes of words.

c. Compare the boyhood days of this southern lad with those of John Muir. What are the striking differences?

d. Compare the school described in Whittier's *Snowbound* with the one described in *The Legend of Sleepy Hollow*.

e. Contrast the school life of those early days with your own.

The analysis of thought questions. The preceding discussion makes no attempt to classify the various types of questions from the standpoint of the mental processes which they require nor does it attempt to include a complete list of functional questions.

Monroe and Carter¹ in a recent bulletin have presented a classification of thought questions, some overlapping others in thought processes. Their analysis includes many types not presented above.

1. *Selective recall*—basis given.

Name the Presidents of the United States who had been in military life before their election.

What do New Zealand and Australia sell in Europe that may interfere with our market?

2. *Evaluating recall*—basis given.

Which do you consider the three most important American inventions in the nineteenth century from the standpoint of expansion and growth of transportation?

Name the three statesmen who have had the greatest influence on economic legislation in the United States.

3. *Comparison of two things*—on a single designated basis.

¹ Monroe, W. S., and Carter, R. E. The use of Different Types of Thought Questions in Secondary Schools and Their Relative Difficulty for Students. *Univ. Ill. Bulletin*, No. 34.

Compare Eliot and Thackeray in ability in character delineation.

Compare the armies of the North and South in the Civil War as to leadership.

4. *Comparison of two things*—in general.

Compare the early settlers of the Massachusetts Colony with those of the Virginia Colony.

Contrast the life of Silas Marner in Raveloe with his life in Lantern Yard.

5. *Decision*—for or against.

Whom do you admire more, Washington or Lincoln?

In which in your opinion can you do better, oral or written examinations?

6. *Causes or effects*.

Why has the Senate become a much more powerful body than the House of Representatives?

What caused Silas Marner to change from what he was in Lantern Yard to what he was in Raveloe?

7. *Explanation* of the use or exact meaning of some phrase or statement in a passage.

8. *Summary* of some unit of the text or of some article read.

9. *Analysis* (The word itself is seldom involved in the question.)

What characteristics of Silas Marner make you understand why Raveloe people were suspicious of him?

Mention several qualities of leadership.

10. *Statements of relationships*.

Why is a knowledge of Botany helpful in studying agriculture?

Tell the relation of exercise to good health.

11. *Illustrations or examples* (your own) of principles in science, construction in language, etc.

12. *Classification*. (Usually the converse of No. 11.)

What is the principle involved here? What is the construction?

To what class or genus does this individual belong?

13. *Application* of rules or principles in new situations.

14. *Discussion*.

Discuss the Monroe Doctrine.

Discuss early American Literature.

15. *Statement of aim*—author's purpose in his selection or organization of material.

What was the purpose of introducing this incident?

Why did he discuss this before that?

16. *Criticism*—as to the adequacy, correctness, or relevancy of a printed statement, or a classmate's answer to a question on the lesson.
17. *Outline*.
18. *Reorganization of facts*. (A good type of review question to give training in organization.)
The student is asked for reports where facts from different organizations are arranged on an entirely new basis.
19. *Formulation of new questions*—Problems and questions raised.
What question came to your mind?
What else must be known in order to understand the matter under consideration?
20. *New methods of procedure*.
Suggest a plan for proving the truth or falsity of some hypothesis.
How would you change the plot in order to produce a certain different effect.

Common faults of questions. Colvin¹ has summarized the common faults of questions asked by high school teachers. They apply with equal force to the teacher of reading in the elementary grades. The list presented below follows his presentation.

1. *They are incidental and trivial*. Teachers often meet the class without having formulated questions of large scope. Their questions relate to the details of the assignment and those matters which come most immediately to their attention. The common fact question is of this type.

2. *The questions are not well phrased*. They are in poor English form, fragmentary, and incoherent.

3. *They are repeated or rehearsed*. Teachers often repeat the question or re-phrase it. This is due often to nervousness and to a desire to have no time lapse between question and answer. Often the teacher is not satisfied with the first form of the question.

¹ Colvin, S. S. *An Introduction to High School Teaching*. pp. 319-330. Macmillan 1917.

4. *Questions are asked in a hurried manner.* Miss Stevens¹ reports teachers asking one hundred fifty questions in a period of forty minutes. This rushing at express speed permits no opportunity for pause or reflection.

5. *Questions are often indefinite or obscure.* This type of question forces the pupil to guess at the answer. The questions are usually in such general form that the pupil has no means of knowing to what point it is directed. The "What do you know?" questions, the "State all the facts you can" questions, and the "What can you say about this?" questions are examples of this type.

6. *Many questions are leading and suggestive.* Strayer² says of this type of question:

In all teaching much depends upon the skill with which the teacher stimulates and guides the class by means of the questions which she asks. Occasionally one finds a teacher who seems to think that the *sole purpose of question is to test the knowledge of her pupils*. She asks hundreds of questions which can be answered merely by an appeal to the memory. This sort of testing is valuable for review, but it does not necessitate thought. When a teacher habitually asks these fact questions, the children respond by trying to remember the words or the facts given in their books.

7. *The "Yes" and "No" question.* Such questions have a legitimate place in testing. Brief tests of the "true-false" type may be devised by teachers to test comprehension and serve as a check upon recall. They are not thought-producing nor do they require a detailed knowledge of facts. In some classes a fourth of the questions are of this type.

8. *Some questions stimulate only superficial and pseudo-judgments.* Because of the lack of time and the necessity of covering a specified amount of materials many questions of

¹ Stevens, Romiett. *The Question as a Measure of Efficiency in Instruction*, p. 7.

² Strayer, G. D. *Brief Course in the Teaching Process*, p. 115, Macmillan, 1911.

a shallow, superficial type are asked. No real thought, reflection, or critical judgment is required in answering them.

9. *The "pumping" question.* When a pupil states that he cannot answer the question asked by the teacher, she often resorts to a "pumping" process, distributing her questions around the entire class in order to obtain a reply. Some teachers work on the assumption that they should never give any information to the class and that it is unpedagogical to refer the pupil to an article or book in order to find the answer to a question. Such a question is, of course, legitimate when it is guiding a pupil in the thinking process, but should not be used as a test for knowledge.

Types of questions asked by teachers. What types of questions do teachers require pupils to answer? W. J. Osborn of the Wisconsin State Department of Public Instruction has answered this question for the teacher of geography. For the teacher of reading, as well, it has many valuable suggestions. In the first preliminary study made by Osborn, 2,142 major examination questions in geography were analyzed. Shortcomings in questions were due to the following causes:

1. Failure to include certain important types of questions.
2. Failure to emphasize thought questions sufficiently.
3. Too much emphasis upon irrelevant and unimportant facts.
4. Neglect of questions which test the pupil's ability to gather facts.
5. Failure to frame the questions in proper form.

In a second study, questions prepared by 368 teachers were classified and analyzed. His summary of the various types of questions asked is given below:

<i>Type of Question</i>	<i>Frequency</i>
Where questions.....	3,937
Name questions.	3,089

Association questions.....	1,778
Why questions.....	889
Definition questions.....	612
Compare questions.....	279
Map drawing.....	184
Function questions.....	131
How questions.....	165
Exposition questions.....	293
Effect-cause questions..	108
Describe questions....	157
Miscellaneous facts.....	720
Boundaries.....	41
Trade routes.....	90
Miscellaneous thought questions..	135
	<hr/>
	12,608

The most significant feature of this study is the high frequency of fact questions of the "where" and "name" type and *the comparatively few* thought questions.¹ Studies made in other fields by Miss Stevens,² Monroe,³ and others bear out this statement.

The characteristics of a good question.

1. *It should be correct in form and definite.* Colvin in discussing this point says that the question should be sufficiently definite to indicate to the pupil the object aimed at by the teacher, but not so framed as practically to state the answer expected. The "What about?" question does not measure up to this standard.

2. *It should be adapted to the knowledge and experience of the pupils.* The questions should not be aimed over the heads of

¹ Osborn, W. J. Report of Examination Questions in Geography. Wisconsin State Department of Public Instruction.

² Stevens, Romiett. *The Question as a Measure of Efficiency in Instruction.* Part II.

³ Monroe, W. S., and Carter, R. E. *The Use of Different Types of Thought Questions.* p. 16, Univ. Ill. Bul. No. 34.

the pupils. It is futile to expect pupils in the elementary grades to discover the fine shades of meaning expressed by the writer of a poem. Even where the vocabulary difficulty is overcome, the question is so phrased as to leave children dazed.

3. *It should be asked with reasonable deliberation.* Children should have time to think. The inexperienced teacher often is embarrassed if there is a period of silence in the classroom. It often appears that mental activity is measured by the quantity of vocal expression.

4. *The question should require a more extended answer than "yes" or "no."* The "yes" or "no" question does not require pupils to think. Pupils should not have an opportunity to guess the answer. The question should be so framed as to require connected thought and reflection.

5. *The question should be aimed to bring out some important consideration.* It should usually be of a type to stimulate thought and should deal with data worthy of consideration.

6. *It should be justified from the standpoint of the class.* Questions dealing with the difficulties of individual members of the class may well be reserved for the individual conference hour. The valuable question invites activity from the entire group.

7. *It should be of large scope, usually, and so framed as to draw out a complete thought.* Those who have analyzed the questions of teachers are agreed that a large proportion of them deal with non-essentials and can be answered by a word. The valuable question is large in its scope. Additional questions may be asked to bring out its significance. It should, however, deal with a problem worthy of consideration and of such scope as to involve the various steps of the thinking process.

Summary. It has been the purpose of this chapter to emphasize the importance and point out the significance of

the teacher's questions in reading. The question is undoubtedly a major item in measuring the efficiency of the teacher in reading. By means of it she can not only do the required testing to determine the adequacy of lesson preparation but may direct the mental activities of her pupils in the use of reading as a thoughtful process. She can lead pupils to seek data, organize and evaluate them, and, finally, to make use of them in the solution of real life problems. This constitutes the performance of her highest function as a teacher.

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